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ABSTRACT

This manual is designed to help school staff implement the Integrated Occupational Program (IOP) in grades 8-12 in Alberta, Canada. The IOP serves students who have experienced prolonged difficulty with regular elementary and secondary programs. It is intended to help them become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The program involves curriculum integration, with concepts presented in core subjects being reinforced through concrete applications in other subject areas. Social skills are integrated into every IOP course. The manual contains these five sections: Overview; Junior High Integrated Occupational Program; Senior High Integrated Occupational Program; Suggestions for Successful Implementation; and Community Partnerships. Concrete advice is given on what kinds of teachers are likely to be successful IOP teachers; the coordinator's role; how to use the curriculum guide; using a problem-solving model; understanding the cognitive development of the IOP student; setting expectations; evaluating students' work; the oral demands of the classroom; techniques for maximizing classroom effectiveness; and student behavior indicators. Job aids for the teacher are included for assessing students' notebooks; interviewing students about an essay/project/report-writing assignment; assessing examinations; and assessing how much information students have gained from texts. (CML)

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INTEGRATED OCCUPATIONAL PROGRAM

Information Manual

INFORMATION MANUAL FOR ADMINISTRATORS, COUNSELLORS AND TEACHERS

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INTEGRATED OCCUPATIONAL PROGRAM

Information Manual

for

Administrators, Counsellors and Teachers

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FOREWORD

This manual is designed to assist administrators, counsellors and teachers in implementing the Integrated Occupational Program in Grades 8-12. The information contained herein should be used in conjunction with the specific information provided in the program of studies/curriculum guides and teacher resource manuals for each subject area.

Careful planning and an understanding of the intent, structure, expectations, goals and objectives of the Integrated Occupational Program are essential for successful implementation of this program. The program is designed to be enriched through participation and support of the community members, business, industry, local agencies and organizations.

ACKNOWLEDGEMENTS

PROJECT MANAGER: Marilyn Dyck

PROGRAM MANAGER: Jeanne Cooper

WRITER/CURRICULUM PROJECT COORDINATOR: Jan Forest

PROGRAM MANAGERS: Michael Alpern, Occupations
Gary Bertrand, Mathematics and Science
Linda Elliott, Humanities
Hetty Roessingh, English

EDITING: Elizabeth McCardle

WORD PROCESSING: Rita Flint
Jacquie Reinprecht
Cheryl Stoochnoff
Esther Yong

For further information, please direct inquiries to:

Program Manager
Integrated Occupational Program
Alberta Education
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta, T5K OL2
(Tel: 427-2984)

TABLE OF CONTENTS

OVERVIEW

Why have an Integrated Occupational Program? 1
- Philosophy 1
- Mandate/Rationale 1
- Purpose 1
- Objectives 2
- Goals 2

Who is the Integrated Occupational Program Designed For? 3
- Target Population 3
- Program Options 4
- Relationship Between the Integrated Occupational Program and Special Education 4

What is an Integrated Occupational Program? 5
- Synopsis 5
- Integration 5
- Occupational Component 7
- Benefits of I.O.P. 8
- Certificate of Achievement 9

How to Implement the Integrated Occupational Program 10
- Student Selection Process 10
- Exit Points from I.O.P. 10
- Funding 11
- Proposed Development Plan 11
- Informational Video 11
- Inservice 12

JUNIOR HIGH INTEGRATED OCCUPATIONAL PROGRAM

Program Design 13
Course Codes for Junior High I.O.P. Courses 15
Curricular Documents 15
Exit Points 15

SENIOR HIGH INTEGRATED OCCUPATIONAL PROGRAM

Program Design 16
Core Courses 17
Complementary Courses 17
I.O.P. Occupational Component Overview 18
Certificate of Achievement 22
Transfer Between the Certificate of Achievement and the General High School Diploma 22
Course Transfer 23
Course Codes for Senior High I.O.P. Courses 24
Senior High Interim Resources 25
Timetabling Alternatives 26

SUGGESTIONS FOR SUCCESSFUL IMPLEMENTATION OF THE INTEGRATED OCCUPATIONAL PROGRAM

Information for Administrators and I.O.P. Coordinators 29
- Student Self-Esteem: How Administrators Can Help 29
- Selecting the I.O.P. Teacher 29
- Characteristics of the Successful Basic Core Teacher 30
- Preparing the I.O.P. Teacher 31
- Role of the I.O.P. Coordinator 31
- Planning Time for Integration 32
- Community Partnership 32
- Indicators of an Effective Integrated Occupational Program 33

Information for I.O.P. Teachers 36
- Use of the Program of Studies/Curriculum Guide 36
- Problem-Solving Model 37
- Understanding the I.O.P. Students Level of Cognitive Development 38
- Thinking-Related Behaviours 39

Strategies for Teaching: "Getting the Most" from I.O.P. Students 40
- Encouragement vs Praise 40
- Providing Structure 41
- Setting Expectations 43
- Evaluating Students' Work 44
  - Checklist for Assessing Student's Notebook 46
  - Interview Questions on Essay/Project/Report Writing 47
  - Checklist for Assessing Student's Examinations 48
  - Gaining Information from Text 49
- Instructional Mediation 50
- The Oral Language Demand of the Classroom 51
  - Questioning Techniques 52
  - Teacher Checks for Oral Language Demands 52
  - Response Opportunity 53
  - Latency Period 53
- Modelling 54

Techniques for Maximizing Classroom Effectiveness 55
- Audiovisual Aids 55
- Brainstorming 55
- Demonstrations 55
- Field Trips 55
- Games 55
- Individualized Instruction 56
- Peer Teaching 56
- Project Method 56
- Resource Centre 57
- Role Playing 57
- Study Skills 58

Student Behaviour Indicators 58

Professional Reading List 60

COMMUNITY PARTNERSHIPS

Definition 63

Rationale 63

Mandate 64

Objectives 64

Benefits 65
- Students 65
- Teachers 65
- Schools 66
- Jurisdictions 66
- Business and Industry 66
- Community 67

Types of Community Partnerships 67

Launching Successful Partnerships 69
- Program Initiation and Planning 70
- Program Implementation 72
- Program Monitoring and Management 77
- Program Evaluation 79
- Program Validation 80
- Recognition of Community Partners 81

OVERVIEW

WHY HAVE AN INTEGRATED OCCUPATIONAL PROGRAM?

PHILOSOPHY

The need to develop programs for students with exceptional needs rests on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* (June 1985) Policy Statement "A respect for the unique nature and worth of each individual" (p. 7).

The Integrated Occupational Program also rests on a number of further beliefs and assumptions about the way children learn, the overall potential of these children, and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There is no fixed pattern, nor is there any predictability to children's learning, given a novel intervention such as an integrated curriculum. Each child's learning pattern, style and pace is unique, reflecting past experiences and how these "mesh" with those provided by the Integrated Occupational Program. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the "normal" range of learning potential, thus every effort must be made to offer experiences which provide equitable opportunities to participate in all aspects of life.

Inherent in the Integrated Occupational Program is an overriding commitment to prepare these students for meaningful participation in our democratic society.

MANDATE/RATIONALE

In recognition that the needs of both the individual and society may best be served through the provision of school experiences tailored to meet student needs and abilities, the *Policy Statement* directs that a program be developed for students who continue to experience difficulty in learning. This program, beginning in Grade 8, will be known as the Integrated Occupational Program and will be articulated with a similar program in the senior high school.

The Policy Statement further directs that:

> "A Certificate of Achievement will be awarded to those students who, because of their abilities and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program." (p. 23)

PURPOSE OF THE INTEGRATED OCCUPATIONAL PROGRAM

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry level vocational abilities
- recognize the need for lifelong learning

OBJECTIVES

The Integrated Occupational Program (I.O.P.) is designed to meet the needs of students who have experienced prolonged difficulty with the regular elementary and secondary school programs.

At junior high: emphasis is placed on providing students opportunities to acquire, consolidate, and expand upon concepts, skills, and attitudes necessary for successful crossover to regular programs

OR

to progress in the I.O.P. at the senior high school level.

At senior high: I.O.P. offers students opportunities to acquire, consolidate, and expand upon concepts, skills, and attitudes necessary for responsible citizenship, lifelong learning, and successful transition to the workplace

OR

to provide successful transition to regular senior high programs.

GOALS

The goals of I.O.P. are in keeping with "The Goals of Basic Education in Alberta". Education should help students recognize, make and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry
- master effective language and communication skills, including the ability to use communications technology
- acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society
- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems
- become aware of the expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers and be prepared for the opportunities of the workplace
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences
- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring, as one aspect of moral and ethical behaviour
- develop cultural and recreational interests and realize personal aspirations.

Within these broad goals, the specific goals of I.O.P. are to help students to:

- develop essential concepts, skills and attitudes in preparation for their roles in the home, community and the workplace
- foster success and achievement in their learning experiences, thereby enhancing their self-esteem
- foster an attitude for lifelong learning and develop skills in accessing lifelong learning opportunities.

WHO IS THE INTEGRATED OCCUPATIONAL PROGRAM DESIGNED FOR?

TARGET POPULATION

The number of students who experience learning difficulty with the regular school program varies across the different school jurisdictions in the province. Schools should adopt policies and procedures to identify Integrated Occupational Program candidates before the end of their seventh year in school. The following criteria have been established which, **taken together**, determine student eligibility for the Integrated Occupational Program.

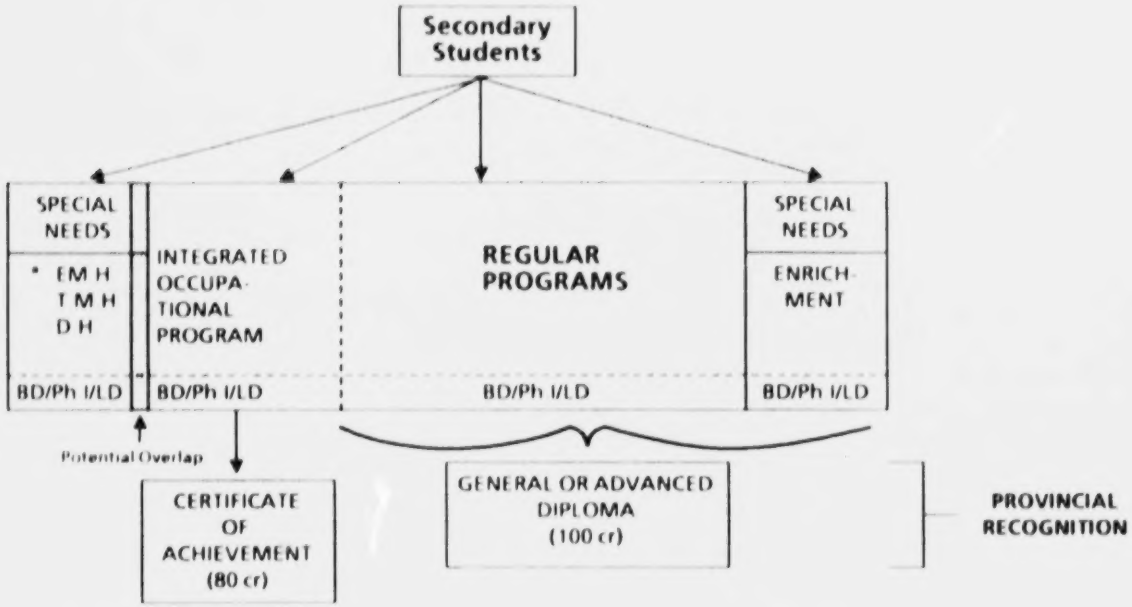
- Age - Students must be 12 years, 6 months of age or older as of September 1. Many students will be older since they may have experienced one or more years of failure in the regular program.
- Achievement - Candidates for the Integrated Occupational Program often demonstrate a significant lag in one or more of their academic courses (language arts, mathematics, science, social studies) and thus lack the prerequisite skills for successful entry into senior high school.
- Related Factors - While Integrated Occupational Program students typically fall into the intelligence band of 75-95, IQ should **not** be the sole factor for determining eligibility. Rather, it is one factor which should be considered together with such related factors as behaviour, motivation, emotional make-up, psychomotor coordination, work habits, attendance, and persistence.

Students **not** among the I.O.P. target population are:

- those whose deficiencies require special needs programs -- Educable Mentally Handicapped, Trainable Mentally Handicapped (as noted on page 4)
- those whose needs for remediation can be addressed through the elective components of regular courses or through remedial classes
- those whose sole criterion for entry is excessively disruptive behaviour. These students should be directed to more suitable special needs programs.

PROGRAM OPTIONS

The following chart indicates the program options for students



RELATIONSHIP BETWEEN THE I.O.P. AND SPECIAL EDUCATION

By law, schools MUST provide special education to those students who require it. The Integrated Occupational Program, on the other hand, is a PROGRAM OF CHOICE, i.e., local jurisdictions decide whether I.O.P. is the best way to meet the needs of students and, if so, may CHOOSE to offer it. The I.O.P. is NOT designed to replace special education.

Note * EMH – Educable Mentally Handicapped
TMH – Trainable Mentally Handicapped
DH – Dependent Handicapped
BD – Behaviour Disordered
Ph I – Physically Impaired
L D – Learning Disabled

WHAT IS AN INTEGRATED OCCUPATIONAL PROGRAM?

SYNOPSIS

The I.O.P. is a five year program that begins in the eighth year of schooling and continues through the twelfth year of schooling. The program is for students who have experienced difficulty in learning. The focus of the academic courses is on development of skills necessary for everyday living at home, in the community and on the job. While basic skill development in the academic courses is directed to improving students' skills in communication, computation, and social relationships, the practical arts/occupational courses provide opportunities for students to apply these skills.

The recommended teacher-student ratio for I.O.P. classes is 1-20 in core courses and 1-15 in practical arts/occupational courses. These smaller class sizes enable more individualized student attention.

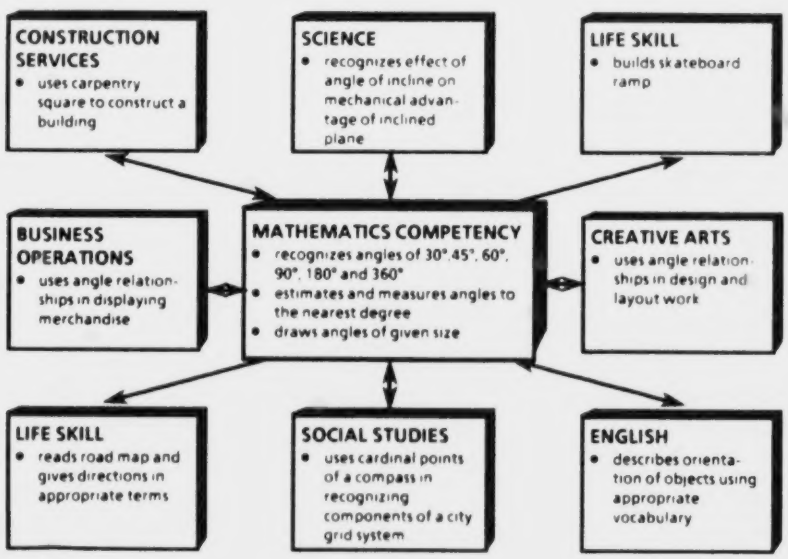
The I.O.P. courses, and in particular the practical arts/occupational courses, all have a community partnership component (see community partnership section of manual). To provide enrichment to the curriculum, parents, private citizens, and business, industry, and community volunteers may come into the school. Alternatively, students may go out into the community and/or business world to apply learned skills "in real life situations". As students see the relevance of their learning, they may become more interested in learning and in acquiring needed skills. Community partnership opportunities also provide a means of enhancing students' social skills and self-esteem while providing occupational preparation for entry into the world of work.

INTEGRATION

The name "Integrated Occupational Program" has been chosen with care. Integration occurs in a number of ways:

- There is practical curriculum integration. That is, concepts presented in core subjects are reinforced through concrete application in other subject areas.

  For example,

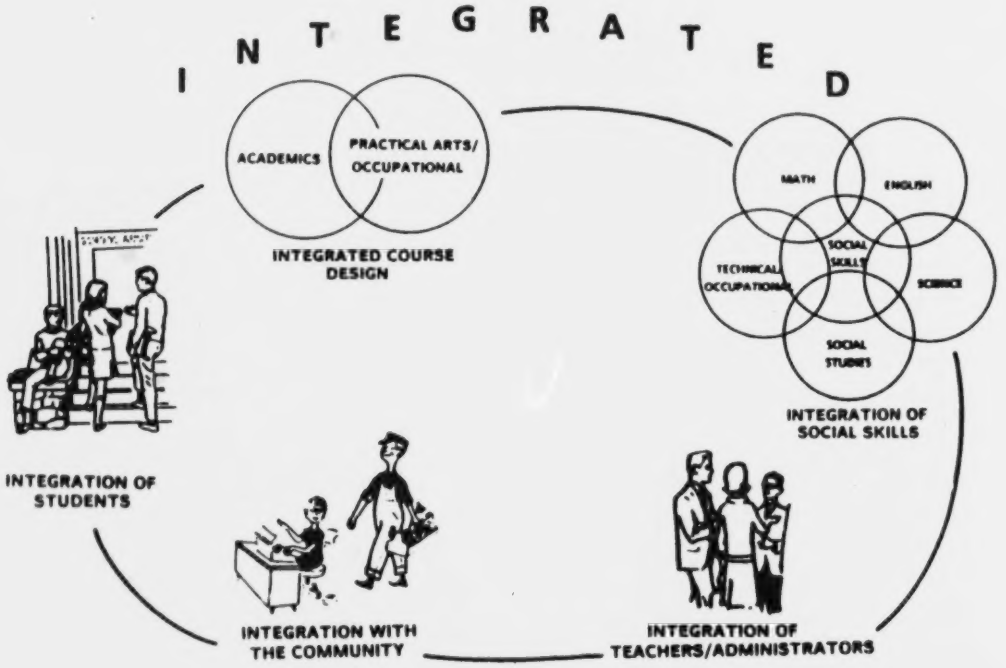

CONSTRUCTION SERVICES
• uses carpentry square to construct a building
SCIENCE
• recognizes effect of angle of incline on mechanical advantage of inclined plane
LIFE SKILL
• builds skateboard ramp
BUSINESS OPERATIONS
• uses angle relationships in displaying merchandise
MATHEMATICS COMPETENCY
• recognizes angles of 30°, 45°, 60°, 90°, 180° and 360°
• estimates and measures angles to the nearest degree
• draws angles of given size
CREATIVE ARTS
• uses angle relationships in design and layout work
LIFE SKILL
• reads road map and gives directions in appropriate terms
SOCIAL STUDIES
• uses cardinal points of a compass in recognizing components of a city grid system
ENGLISH
• describes orientation of objects using appropriate vocabulary

- Social skills are integrated into each and every I.O.P. course. Research clearly indicates that typical I.O.P. students have experienced frustration and failure in the regular school program and consequently may have low self-esteem and display poor social skills. The I.O.P. curriculum breaks down units of instruction into manageable portions that assist students to experience success and thus feel good about themselves. As this occurs, the opportunity to build positive social skills is addressed.

- Integration of students into the school environment is encouraged at the local level. I.O.P. students should be members of school teams, participants in sports functions, members of the student council, etc. Wherever possible, I.O.P. students are encouraged to enrol in regular classes; e.g., physical education, CALM, art, music, drama.

- The Integrated Occupational Program promotes integration with the community. Community partnerships are an essential aspect of every occupational course. As students get "on the job experience", learning becomes relevant and meaningful.

- Teachers and administrators will work together at the local school level to ensure integration. Fundamental to the success of I.O.P. is the need for the local school to provide teachers and administrators with the necessary planning time to ensure that integration occurs. All I.O.P. curricular documents are arranged in a four-column format, one column of which provides specific suggestions for integration across subject areas. Planning and organization time is vital at the local level, however, to ensure this integration becomes a reality.



OCCUPATIONAL PROGRAM

OCCUPATIONAL COMPONENT

The occupational component of the Integrated Occupational Program provides opportunities for students to gain practical learning experiences within the school, home, and the community in the context of occupational clusters. The occupational courses focus first and foremost on the needs of students and seek to build on their strengths rather than on their weaknesses. These courses are designed to help students construct their own bridges as they make the transition from school to the workplace.

Three key concepts about the occupational courses emerge from the above:

- Students need to develop generic skills that will enable them to make educated decisions concerning the roles they wish to play in the workplace and in the community.

- Students need to develop work skills that will enable them to gain at least entry level employment in one or more occupational clusters.

- The development of both generic skills and work skills can best be achieved through courses of study that integrate:

  - the learning of essential knowledge, skills and attitudes across the curriculum; and
  - the school and the community as partners in the educational process.

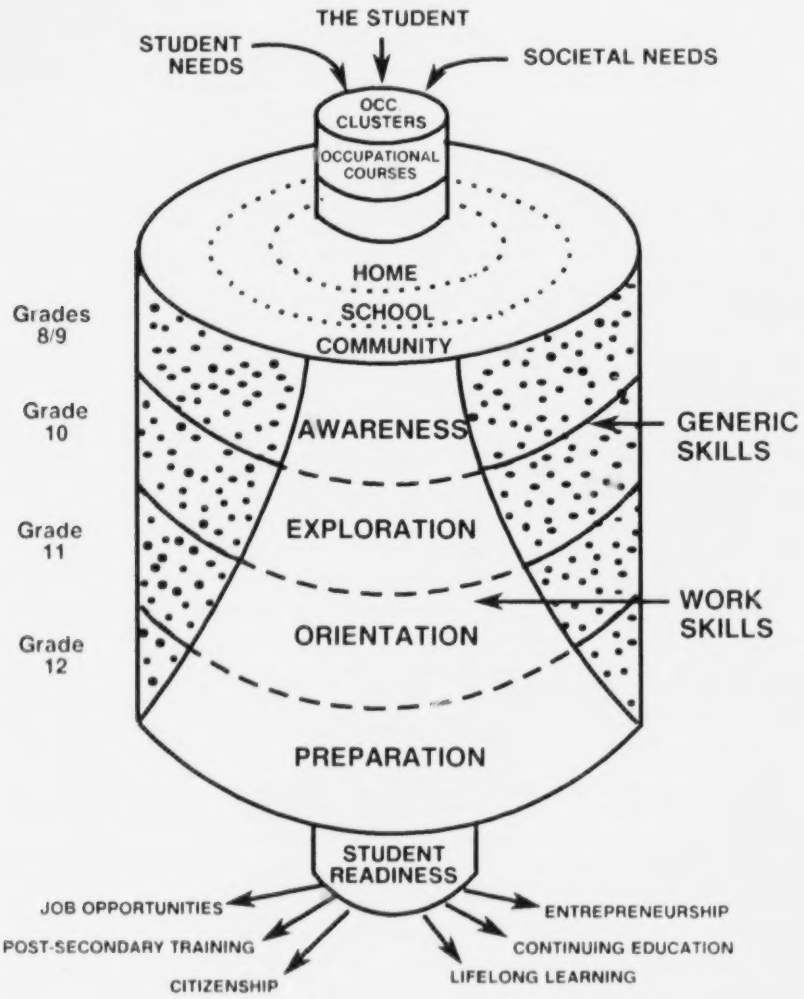
In addition, occupational courses are designed to enable each student to experience success through learning; to develop a positive self-concept; to develop marketable life skills; to make the transition from school to work, and to become a contributing member of society.

Each of the occupational courses in the Integrated Occupational Program is designed to enable students to develop essential knowledge, skills and attitudes in the context of one or more occupational clusters.

The Grades 8 and 9 practical arts courses are designed to provide students with AWARENESS of the eight occupational clusters addressed in the senior high occupational component.

In Grade 10, students EXPLORE potential career opportunities within the eight occupational clusters. Grade 11 students narrow their career focus and will select an ORIENTATION in two or more related occupational courses. Grade 12 enables students to narrow their career focus even further to develop skills in PREPARATION for their transition either to the world of work or to further education or training.

The model below shows the sequence of skill development and the anticipated outcomes for students who complete the program and attain a Certificate of Achievement.



BENEFITS OF I.O.P.

The structure of I.O.P. provides the following benefits:

- All learning in core subjects begin at the concrete level. Instruction in any skill begins with reference to real life application(s). These learnings are deliberately reinforced and applied in the practical arts/occupational courses (e.g., "measurement" is taught in mathematics and applied in the occupational courses). It is often this deliberate reinforcement in a practical area that enables students to understand the need for academic knowledge as it applies to job success.

- Both the junior and senior high core courses (language arts, mathematics, science, social studies) reflect the content of regular courses but within a functional, life skills and applied vocational context.

- This program is designed to allow flexibility for students to access both complementary courses and occupational courses. The amount of time for occupational courses increases at the senior high level.

- The I.O.P. encourages student integration into regular courses where appropriate (health, physical education and complementary courses in junior high; career and life management and complementary courses in senior high). Teachers are encouraged to use special strategies for accommodating students' needs, as necessary.

- Content emphasis in each course is on basic skills essential to becoming responsible members of society.

- The community partnership component ensures that the special needs of the I.O.P. students are addressed in practical, real life learning situations. It provides practical experience with role models, mentors, community endeavours and the business world. Such experiences not only increase the students' motivation and achievement and enhance their self-image, but also provide opportunities to:

  - acquire employable skills while attending school
  - increase career awareness
  - explore occupational choices
  - develop understanding of the employer/employee relationship
  - assist in the transition from school to the workplace.

- The resources suggested are at a level of reading and interest suitable for I.O.P. students.

- The program offers multiple entry and exit points to accommodate the needs of individual students. As soon as students indicate a readiness for success in one or more subjects in the regular program, exit is encouraged.

- There is emphasis on effective teaching strategies and alternate learning strategies.

- All I.O.P. courses are field validated subsequent to development, to ensure they are appropriate for students.

- Students earn a Certificate of Achievement upon successful completion of the senior high I.O.P.

- By taking one additional year of high school (e.g., a four-year high school program) some students who obtain the appropriate credits may also gain a General High School Diploma.

CERTIFICATE OF ACHIEVEMENT

A provincially issued Certificate of Achievement will be awarded to students who complete a minimum of 80 credits in the specified core and complementary courses* of the Integrated Occupational Program:

Core Courses	27 credits (minimum)
Occupational Courses	40 credits (minimum)
Unspecified Courses	13 credits
	80 credits

---

* The details of specific courses are specified in the senior high section of this manual.

HOW TO IMPLEMENT THE INTEGRATED OCCUPATIONAL PROGRAM

STUDENT SELECTION PROCESS

The following guidelines may assist local schools in implementing the student selection process:

- I.O.P. candidates are initially recommended by local school administrators, teachers, parents, or students themselves.

- Written profiles based on the "I.O.P. Student Eligibility Criteria" are completed (see page 3).

- A locally convened committee (e.g., administrator, guidance counsellor, teacher) reviews each candidate's profile and supporting documentation, and recommends a candidate's admittance to the I.O.P. when there is a documented fit between the profile and the selection criteria, and when it is in the student's best interests to do so.

- Each candidate's profile and documentation, together with the selection committee's recommendation, are communicated to the parent(s)/guardian(s) and student. The communication will be of sufficient depth and breadth to enable the parent(s)/guardian(s) to provide informed written consent for the candidate's enrolment in the I.O.P. The parent(s)/guardian(s) (or student, if 16 years or older) will be the final arbitrator of whether the candidate will be initially enrolled in I.O.P. or maintain enrolment in I.O.P.

- The student profile should be maintained and reviewed on an ongoing basis. Upon completion of the junior high I.O.P. component, students and their parent(s)/guardian(s) will be presented with sufficient information upon which to base a determination of whether it is in each student's best interests to cross over to other more suitable programs or to remain in the I.O.P. at the senior high school level. Data should include:

  - results of recently administered standardized tests (particularly in the areas of language arts and mathematics);
  - the student's accumulated record to date (including teacher-generated affective-domain evaluations);
  - examples of the student's work.

  To permit continuity in I.O.P. delivery, sending schools should make available to receiving schools a copy of each student's ongoing I.O.P. record. Principals of sending junior high schools should recommend to receiving high schools the best student program placement.

EXIT POINTS FROM I.O.P.

If the instruction provided by the I.O.P. curriculum is truly successful, it may be that, after spending a year or two in the program, certain students have developed sufficient skills to enable them to transfer to regular school programs.

Program exit points are discussed in the junior and senior high sections of this manual.

FUNDING

Alberta Education supports the I.O.P. through the provision of funds in addition to the School Foundation Program Fund.

To qualify for funding, jurisdictions must offer or make available a five-year Integrated Occupational Program. Agreements between jurisdictions are possible at the local level (i.e., the junior high portion of the program may be offered within one jurisdiction, the senior high in another).

In order to qualify for I.O.P. grants, the following conditions must be met by each student in:

- **JUNIOR HIGH** – minimum of two I.O.P. Core courses and two I.O.P. Practical Arts courses
- **SENIOR HIGH** – minimum of 40 specified credits in I.O.P. Occupational courses:
  16 (10 credits), 26 (20 credits), 36 (10 credits).

Specific funding information is provided in the School Grants Manual.

PROPOSED DEVELOPMENT PLAN

I.O.P. is currently scheduled for development and implementation in September of the years depicted below:

	Grades 8, 9	Grade 10	Grade 11	Grade 12
Field Test	1987	1988	1989	1990
Revision of Field Test Documents	1988	1989	1990	1991
Provincial Implementation	1989	1990	1991	1992

During the development/field validation process for each grade of I.O.P., documents are available to jurisdictions for preview/comment upon written request of their superintendent.

INFORMATIONAL VIDEO

A thirty-minute informational video entitled "Opening New Doors" and accompanying brochure "I.O.P. Questions and Answers" are available from the ACCESS Network Media Resource Centre. Alberta educators may call 256-1100 in Calgary. The toll-free number for educators outside of Calgary is 1-800-352-8293.

This production is directed to parents/guardians of potential Integrated Occupational Program students and is designed to provide them with a basic understanding of the Integrated Occupational Program and enable them to make an informed program placement decision.

INSERVICE

Implementation of a new program requires knowledge about the intended operation of that program. Alberta Education is assisting with the inservice of I.O.P. in a number of ways:

- I.O.P. presentations have been given, by request, at
  - major conventions and conferences across the province
  - zone meetings of school jurisdictions

- informational documents have been prepared and circulated to interested jurisdictions
  - the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers* provides an overview of the development and implementation process of I.O.P.
  - field test curriculum documents are circulated to any jurisdiction, upon written request of the superintendent

- the ACCESS video "Opening New Doors" and accompanying brochure "I.O.P. Questions and Answers" inform parents and the community about the Integrated Occupational Program

- field test I.O.P. schools are included in a full day orientation session and are given implementation assistance via field visits during the validation period

- it is anticipated that as I.O.P. becomes available for provincial implementation, the Curriculum Support Branch of Alberta Education will inservice regional office representatives who, in turn, will be responsible for developing a strategic plan to inservice one or two curriculum leaders within each jurisdiction to be the key resource people for I.O.P.

The regional office representatives for the Integrated Occupational Program are:

Zone 1:	Grande Prairie 538-5130	– Hugh Sanders
Zone 2/3:	Edmonton 427-2952	– Merle Ursuliak
Zone 4:	Red Deer 340-5262	– Wayne Lloyd
Zone 5:	Calgary 297-6353	– Reg Bottrill
Zone 6:	Lethbridge 381-5243	– Jeanne Paskuski

JUNIOR HIGH INTEGRATED OCCUPATIONAL PROGRAM

PROGRAM DESIGN

Students should be encouraged to enrol in the Integrated Occupational Program in the eighth year of schooling in order to avail themselves fully of the program's potential benefits.

The junior high school core requirements consist of language arts, mathematics, science, and social studies. These courses reflect the content of regular junior high school courses, but within a functional, life skills, and applied vocational context.

In addition, students at the junior high level are expected to take a minimum of 225 hours of instruction in the practical arts. Three areas of instruction have been developed in the practical arts: business education, personal and public services, and technical occupational. Students are encouraged to take courses in each area in order to acquire the base of awareness they will need to make more definitive choices at the senior high level of the occupational cluster that best matches their interests and aptitudes.

In addition, students are encouraged to enrol in regular complementary courses that match their interests and needs (e.g., art, drama, music, religious studies).

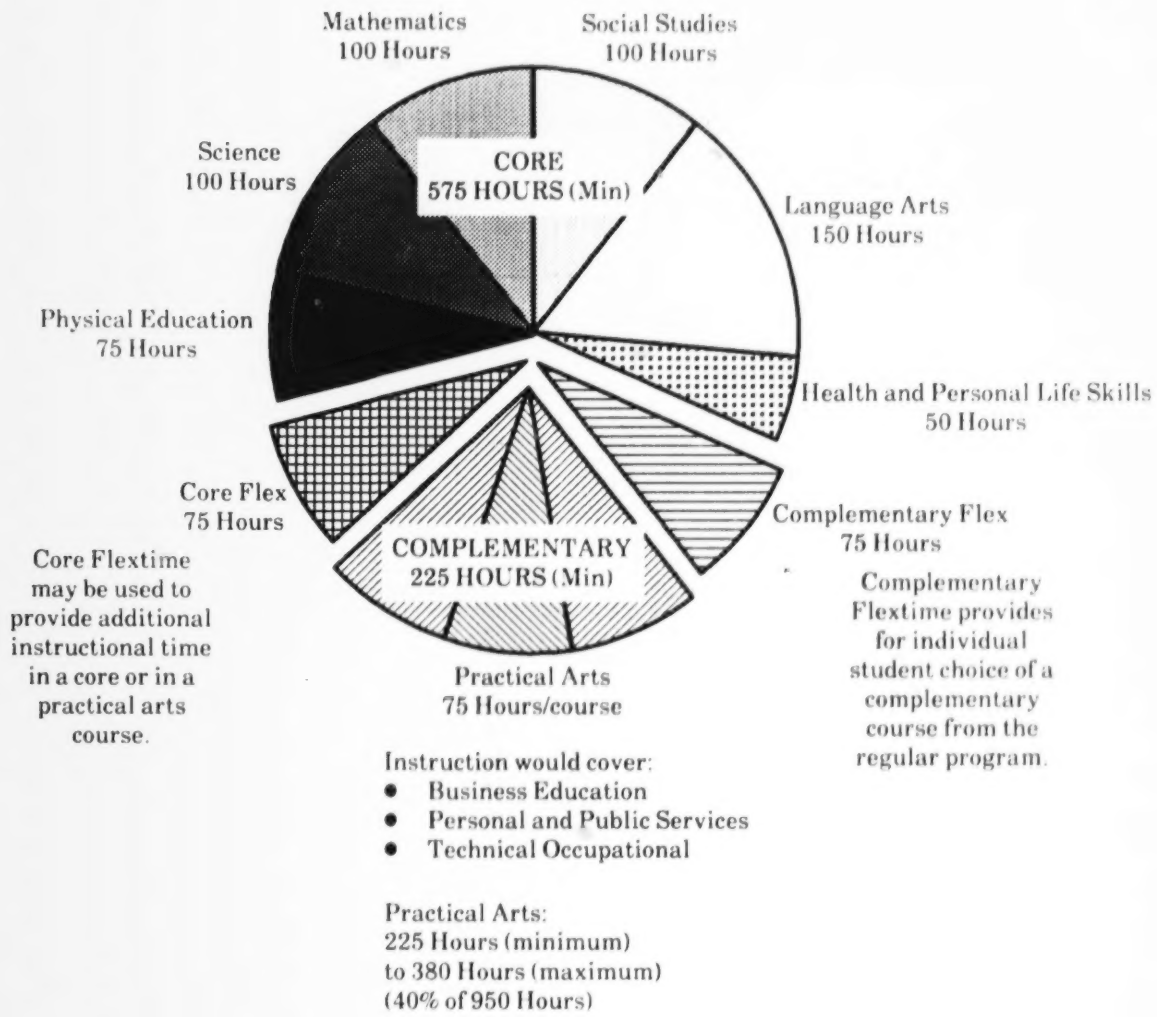
<table>
<tr><th>CORE</th><th>COMPLEMENTARY</th></tr>
<tr><td>I.O.P. Courses in:
. Language Arts
. Mathematics
. Science
. Social Studies
Regular Courses in:
. Health and Personal Life Skills
. Physical Education</td><td rowspan="3">Regular Complementary (student choices):
Practical Arts
. Agriculture
. Computer Literacy
. Home Economics*
. Industrial Education*
. Typewriting*
Fine and Performing Arts
. Art
. Drama
. Music (General)
. Music (Choral)
. Music (Instrumental)
Second Languages
. French
. German
. Ukrainian
Religious or Ethical Studies
. Religious Studies
. Ethics
Other
. Locally Authorized Courses**</td></tr>
<tr><td>PRACTICAL ARTS</td></tr>
<tr><td>I.O.P. Practical Arts courses (maximum 40% time allocation):
. Business Education
. Personal and Public Services
. Technical Occupational</td></tr>
</table>

* Since students will be enrolled in I.O.P. Practical Arts courses they would not likely choose Home Economics, Industrial Arts or Typewriting as options because of similar course content.

** Based on provincial course specifications.

The *Guide to Education: Junior High School Handbook* specifies a minimum of 950 hours of instruction at each grade of junior high school. The time allotment for I.O.P. academic courses parallels that of other junior high academic courses, with the extra provision that the core flextime may be used to provide additional instructional time in either an I.O.P. core or an I.O.P. practical arts course. Diagramatically the I.O.P. program could be depicted as:

CORE AND COMPLEMENTARY SUBJECTS JUNIOR HIGH SCHOOL PROGRAMS



The practical arts curricula includes a variety of occupational topics designed so that students are aware of the eight occupational clusters addressed at the senior high school level.

COURSE CODES FOR JUNIOR HIGH I.O.P. COURSES

Grade 8		Grade 9	
Course Code	Course Name	Course Code	Course Name
8104	Language Arts	9104	Language Arts
8111	Mathematics	9111	Mathematics
8141	Science	9141	Science
8151	Social Studies	9151	Social Studies
8611	Business Education	9611	Business Education
8621	Personal and Public Services	9621	Personal and Public Services
8601	Technical/Occupational	9601	Technical/Occupational

CURRICULAR DOCUMENTS

The following junior high I.O.P. interim curricular documents will be available by September 1989:

Language Arts:

8/9	Program of Studies/Curriculum Guide
8/9	Teacher Resource Manual

Mathematics:

8/9	Program of Studies/Curriculum Guide
8/9	Teacher Resource Manual

Science:

8/9	Program of Studies/Curriculum Guide
8/9	Teacher Resource Manual

Social Studies:

8/9	Program of Studies/Curriculum Guide
8/9	Teacher Resource Manual

Practical Arts:*

8/9	Program of Studies/Curriculum Guide
8/9	Teacher Resource Manual

*The Practical Arts curricular documents include three course components: Business Education, Personal and Public Services and Technical Occupational.

EXIT POINTS

After completion of two years of I.O.P. at the junior high level, some students may be able to transfer to 13- or 14-level senior high courses leading to a General High School Diploma.

SENIOR HIGH INTEGRATED OCCUPATIONAL PROGRAM

PROGRAM DESIGN

Successful completion of the Grades 10, 11 and 12 I.O.P. program (80 credits) will result in a Certificate of Achievement. The courses required for a Certificate of Achievement are outlined in the following chart:

INTEGRATED OCCUPATIONAL PROGRAM PLAN

SENIOR HIGH

CERTIFICATE OF ACHIEVEMENT (80 credits)

Grade 10	Grade 11	Grade 12
English 16 (3)	English 26 (3)	English 36 (3)
Mathematics 16 (3)		
Science 16 (3)		
Social Studies 16 (3)	Social Studies 26 (3)	
16-Level Occupational Courses (3, 5) TOTAL (10)	26-Level Occupational Courses (10) TOTAL (20)	36-Level Occupational Courses (10) TOTAL (10)
Physical Education 10 (3)		**CALM 20 (3)**
Unspecified Credits (13)		

CORE COURSES

The senior high school I.O.P. core requirements of English, social studies, mathematics, and science may be met through the I.O.P. "16" series of courses. These courses are for those students who continue to experience difficulty in learning. Integration of I.O.P. students is possible in courses such as career and life management and physical education. Core courses may be scheduled throughout the three high school years rather than being concentrated in any given year (e.g., CALM 20 is normally taken during Grade 11; however, because it provides reinforcement of many of the concepts taken in Social Studies 26, I.O.P. students are advised to take it in Grade 12). All learning in core subjects begin at the concrete level with reference to real life applications. All learning in core subjects are deliberately reinforced and applied in occupational courses. It is often this deliberate reinforcement that enables students to understand the need and relevance of basic computational, communication and social skills as applied to job success.

COMPLEMENTARY COURSES

The complementary component of the senior high I.O.P. consists of occupational courses taken in each high school year, with the option of taking regular complementary courses according to a student's abilities and interests (personal development, fine arts, home economics, industrial education, business education, etc.). A minimum of 40 credits of the required 80 credits would be spent in occupational courses selected from eight occupational clusters. Each of the occupational courses in the Integrated Occupational Program is designed to enable students to develop essential knowledge, skills, and attitudes in the context of one or more occupational clusters:

1. Agribusiness
2. Business and Office Operations
3. Construction and Fabrication
4. Creative Arts
5. Natural Resources
6. Personal and Public Services
7. Tourism and Hospitality
8. Transportation

In Grades 8 and 9, I.O.P. students are provided with an AWARENESS of the eight occupational areas addressed in the occupational component of the program, through their participation in an assortment of practical arts learning experiences. In Grade 10, students will EXPLORE potential career opportunities. Grade 11 students will narrow their career focus and will select courses that provide an ORIENTATION. Grade 12 enables students to concentrate on the PREPARATION of skills to assist them to make the transition to the world of work, to another educational/training institution, or to industrial/business "on-the-job" training. This approach provides an excellent opportunity for students to find out first-hand about occupational clusters in Grade 10, and acquire hands-on experience in specific occupational areas in Grades 11 and 12.

I.O.P.: OCCUPATIONAL COMPONENT OVERVIEW

Developmental Concept	Grade 10 Exploration	Grade 11 Orientation	Grade 12 Preparation
Primary Experiential Objective	To explore, reason, experiment and discover skills related to families of occupations	To explore, experiment and practise skills related to one or more occupational areas	To practise and develop entry level skills in one or more occupational areas
Suggested Instructional Orientation (a) School (b) Community Partnership*	 80% 20%	 70% 30%	 60% 40%
Credits per course	(3-5 credits) 75-125 hours	(10 credits) 250 hours	(10 credits) 250 hours
Minimum Requirement	4 x 3-credit courses, or 2 x 5-credit courses	two-course sequences	one-course sequence
Evaluation	Attitude, Achievement, Competency	Attitude, Achievement, Increased Competency	Attitude, Achievement, Entry Level Competency
AGRIBUSINESS 1. Agricultural Production	1. Exploration of terms, tools and techniques related to land and soil products	1. Orientation to further land usage and animal production	1. Preparation for entry level jobs. Further development of land soil products, an increased emphasis on animal production
2. Agricultural Mechanics	2. Exploration of terms, tools and techniques of basic carpentry, metal work, and welding	2. Orientation to arc welding, blueprint reading, small engine maintenance, painting	2. Preparation for employment and skill development in basic concrete work, electricity, forge work and soldering
3. Horticultural Services	3. Exploration of terms, tools and techniques of lawn and garden care	3. Orientation to skill development in horticulture and basic floriculture	3. Preparation for employment in greenhouse care, gardening and floriculture
BUSINESS AND OFFICE OPERATIONS 1. Business Services	1. Exploration of terms, tools and techniques related to jobs in sales, service and courier work	1. Orientation to retailing, cashier duties, keyboarding and telephone techniques	1. Preparation for employment, development of entry level job skills in business services and sales
2. Office Services	2. Exploration of terms, tools and techniques related to office work and consumer awareness	2. Orientation to common office operations including keyboarding, filing, duplicating, mail handling and telephone techniques	2. Preparation for entry level employment and further development of consumer awareness
CONSTRUCTION AND FABRICATION 1. Building Services	1. Exploration of terms, tools and techniques related to sub-trade work including tool use and care, woodwork and fasteners	1. Orientation to framing, roofing, scaffold use and flooring	1. Preparation for helper roles or apprenticeship articulation. Additional skill options include painting, concrete work, bricklaying and glasswork
2. Construction Services	2. Exploration of terms, tools and techniques related to general piping, blueprint reading and tool use and care	2. Orientation to option areas including heating, gas fitting, electrical, welding and insulation services	2. Preparation for helper roles or apprenticeship articulation in one of the trade areas

*The percentage figures given for the community partnership component are recommended minimal guidelines. Schools that do not have extensive on-site facilities will undoubtedly use community work sites to a much higher degree.

	Grade 10	Grade 11	Grade 12
Developmental Concept	Exploration	Orientation	Preparation
CREATIVE ARTS			
1 Crafts and Arts	1 Exploration of terms, tools, materials and techniques of craft and art work.	1 Orientation to skill development in specific crafts and arts.	1 Preparation for entry level employment and/or entrepreneurial activity in creative arts/cottage crafts industry.
2 Technical Arts	2 Exploration of terms, tools, materials and techniques of graphic arts, media arts, photography and related arts.	2 Orientation to skill development in one or more technical or related arts areas.	2 Preparation for entry level employment and/or entrepreneurial activity in one of the technical or related arts.
NATURAL RESOURCES			
1 Natural Resource Services	1 Exploration of terms, tools and techniques used by workers in three natural resource industries. (a) Oil and Gas (b) Forestry (c) Mining	1 Orientation to specific knowledge and skills related to one or more of three natural resource industries. (a) Oil and Gas (b) Forestry (c) Mining	1 Preparation for employment in one or more of the natural resource industries. (a) Oil and Gas (b) Forestry (c) Mining
PERSONAL AND PUBLIC SERVICES			
1 Hair Care	1 Exploration of terms, tools and treatments related to natural hair and wig care.	1 Orientation to basic setting and styling, cutting, hair analyses and hair goods.	1 Preparation for entry level employment as beautician's assistant, wig dresser, or articulation with Alberta apprenticeship.
2 Esthetology	2 Exploration of terms, tools and grooming services used on face, feet and head.	2 Orientation to facial shapes and care, eyebrow arching, false lash application, manicure and pedicure.	2 Preparation for employment, increased skill development and sales training.
3 Child and Health Care Services	3 Exploration of services provided to children, the aged and the infirm.	3 Orientation to principle of child care, baby-sitting, child safety, care of adults, home duties and basic nutrition.	3 Preparation for employment in day-care, residential aide, or nursing assistant.
4 Fashion and Fabric Services	4 Exploration of garment care and cleaning, and the fashion merchandising fields.	4 Orientation to fashion and fabrics. Basic skill development in repair and cleaning of clothes.	4 Preparation for employment in fashion sales or laundry/cleaning operations.
TOURISM AND HOSPITALITY			
1 Food Services	1 Exploration of terms, tools and techniques of serving food and beverages.	1 Orientation to skill development, inside work, guest relations, sales and service.	1 Preparation for entry level employment as waiter-waitress, bus person, in food service establishments.
2 Commercial Food Preparation	2 Exploration of terms, tools and techniques of commercial food production.	2 Orientation to basic methods of food preparation, breakfast cookery and correct operations behaviour.	2 Preparation for entry level employment. Prepares meats, vegetables, desserts and garnishes.
3 Maintenance and Hospitality Services	3 Exploration of terms, tools and techniques of building maintenance and hotel-motel support services.	3 Orientation to carpet and upholstery care and floor care and special area maintenance.	3 Preparation for entry level employment as maintenance worker, security guard, houseman/chambermaid, bell-hop or desk clerk.
TRANSPORTATION			
1 Automotive Services	1 Exploration of terms, tools and techniques of automotive care and maintenance.	1 Orientation to engines and engine systems, tool and equipment care, replacement and mechanical services.	1 Preparation for entry level employment as automotive helper, or articulation with Alberta apprenticeship.
2 Service Station Services	2 Exploration of terms, tools and techniques used in service station operations.	2 Orientation to sales and service hoisting, lifting, wheels and tires, basic safety inspection.	2 Preparation for entry level employment as service station attendant and/or automotive helper.
3 Warehouse Services	3 Exploration of terms, tools and techniques or warehousing, stockkeeping and inventory management.	3 Orientation to lifting, carrying, packing, boxing, wrapping, record keeping and receiving.	3 Preparation for entry level employment as warehouse worker, stockkeeper, assistant shipper or receiver.

The I.O.P. occupational courses place a heavy emphasis on generic skills in addition to work skills.

Generic Skills are those behaviours that are actively used in work performance, are transferable from one job or occupation to another, and which are needed for promotion, continuing education, or lifelong learning. (Employment and Immigration Canada, 1979.) Examples include:

Interpersonal and Job Search Skills
Organizational and Reasoning Skills
Communication and Literacy Skills

Work Skills are those components of each course that enable students to develop psychomotor skills related to occupational clusters. Acquisition of the work skills specific to an occupation provide a meaningful context through which students begin to recognize the need for and the value of possessing the generic skills.

By emphasizing generic rather than job specific skills, students will be prepared for a variety of potential entry level jobs within the occupational clusters listed on the following page. In addition to these job opportunities, some students may consider such entrepreneurial endeavors as lawn and garden maintenance, cleaning service, babysitting, housesitting, etc., or may decide to pursue an apprenticeship training at a later date.

POTENTIAL JOB OPPORTUNITIES[1] (ENTRY LEVEL)

Agribusiness – beekeeper, dairy plant employees, farm equipment repair/sales representative, feed mill employee, forage producer, fruit/vegetable processing, fur farmer, grain elevator operator, grain farmer, hog producer, livestock producer, market gardener, meat cutter, poultry/meat packing, poultry producer, rabbit breeder, sheep farmer

Business and Office Operations – employees in local utilities, banks or insurance companies, filing, library assistant, messengers/courier, placements in marketing, receptionist, secretarial, switchboard operator, telephone operator, typist, wholesale/retail sales

Construction/Fabrication – bricklayer, cabinetmaker, carpenter, concrete worker, factory worker, floor coverings salesperson, iron worker, plant employee, roofer

Creative Arts – arts and crafts, art shops, clothing sales, culinary arts, florist, glassworker, house and interior decorator, model, printer, seamstress/tailor, sign writer, woodworker

Natural Resources – forestry worker, gas pipeline operator, oil sands and coal mining occupations, pulpwood worker

Personal and Public Services – appliance serviceman, auctioneer, barber, building superintendent, child care worker (elementary schools, nursery schools, development centres for the handicapped, day care, after school child care), clothing salesperson, domestic service personnel, dry cleaner, esthetician/cosmetologist, firefighter, funeral attendant, grocery store worker, groundskeeper, hardware salesperson, health care assistant, home health aid, homemaker, janitor and cleaner, landscape gardener, letter carrier, meter reader, museum aide, oil/gas services, postal clerk, railway police, sales representative, security guard, waiter/waitress

Tourism and Hospitality – baker, bellhop, building maintenance worker, campground attendant, chambermaid/houseman, cook, executive housekeeper, guide, travel business employee, waiter/waitress

Transportation – instrument mechanic, parts salesperson, recreational vehicle mechanic, service station attendant, taxi driver, transit operator, truck driver.

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1. *Job Futures: An Occupational Outlook to 1995*. Minister of Supply and Services Canada, 1988.

CERTIFICATE OF ACHIEVEMENT

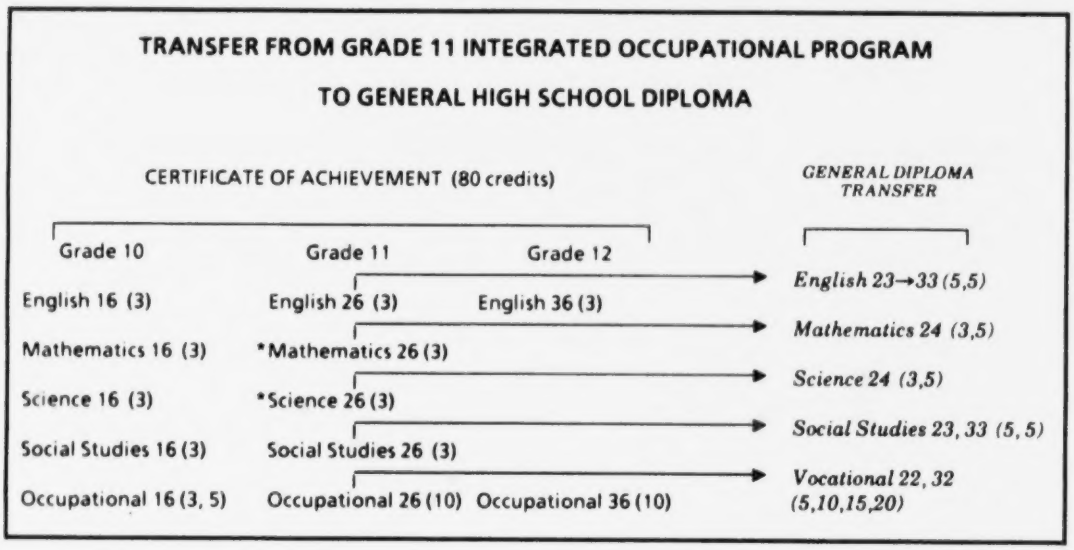
Completion of the Integrated Occupational Program culminates in a Certificate of Achievement.

The Certificate of Achievement will be awarded to students who complete a minimum of 80 credits in the specified core and complementary courses of the I.O.P.:

Core Courses	27 credits (minimum)
Occupational Courses	40 credits (minimum)
Unspecified Courses	13 credits
	80 credits

TRANSFER BETWEEN THE CERTIFICATE OF ACHIEVEMENT AND THE GENERAL HIGH SCHOOL DIPLOMA (as per *Senior High School Graduation Requirements and Program Development Update, February, 1988*)

Some I.O.P. students may be able to complete the requirements for a General High School Diploma. Although it is possible for individual course transfer to occur at various stages, an appropriate point for total program transfer is after completion of the Grade 11 I.O.P. courses, as depicted by the following chart (refer to "Timetabling Alternative No. 3" in this section).

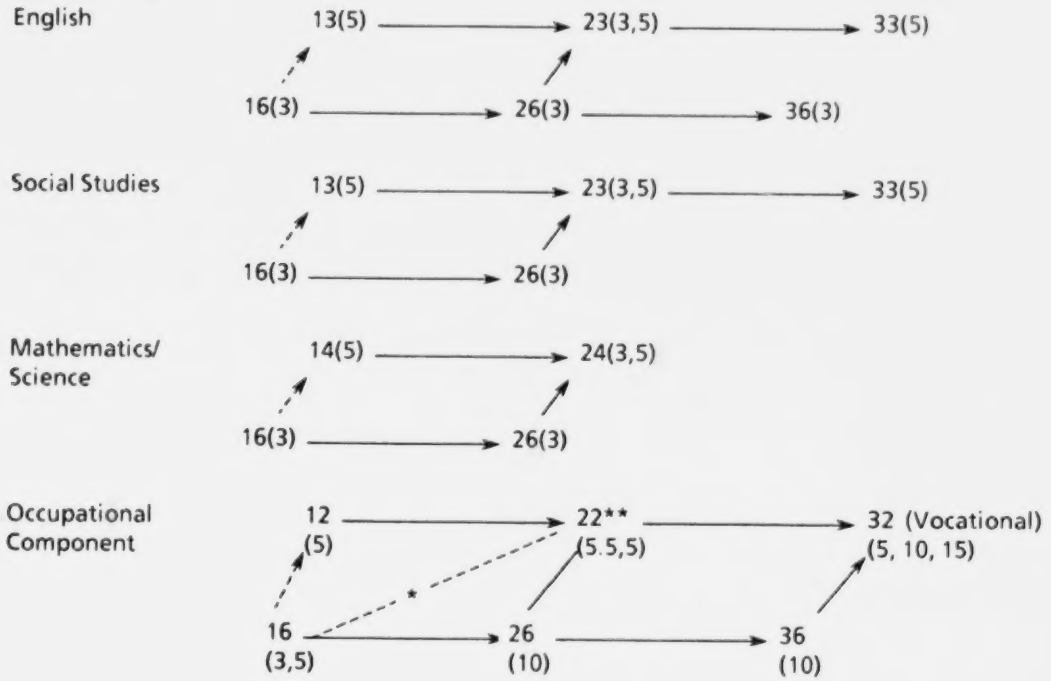


* Mathematics 26 and Science 26 - These courses are designed to prepare students for possible transfer to the General High School Diploma route. While not required as part of the Certificate of Achievement, I.O.P. students may choose to enrol in these courses and may apply the credits as part of their unspecified course requirements (13 credits).

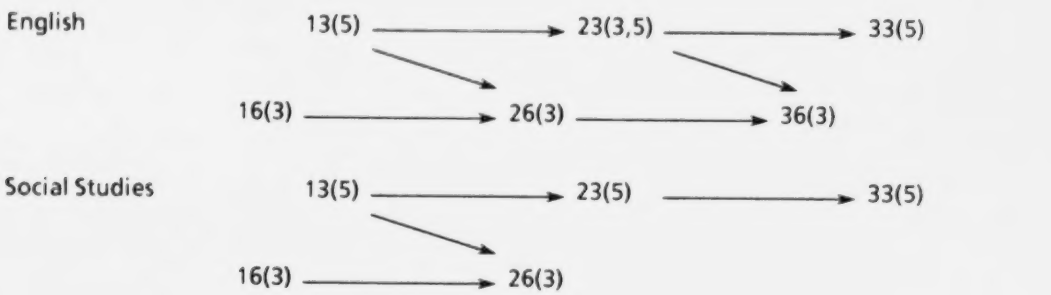
COURSE TRANSFER

Each student's progress should be assessed on an ongoing basis to determine if it is in their best interest to transfer to the General High School Diploma courses or to remain in the I.O.P. courses at the senior high level.

1. Transfer Routes from the Integrated Occupational Program to the General High School Diploma Program



2. Transfer Routes from a General High School Diploma Program to the Integrated Occupational Program***



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* Where there is course equivalency and according to principal's discretion, a transfer route from a 16-level occupational course directly to a 23-level vocational course may be possible.

** Refer to *Guide to Education: Senior High School Handbook* (1989-90) for specific courses.

*** In the situation of a transfer from the General Diploma Program to the I.O.P., in order to be eligible for a Certificate of Achievement, students must have completed a minimum of 40 credits in occupational component courses, or 10 credits in the occupational courses and 30 credits in the regular practical arts courses (including a work experience component).

COURSE CODES FOR SENIOR HIGH I.O.P. COURSES

Grade 10	Grade 11	Grade 12
Core Component:		
1119 English 16	2119 English 26	3119 English 36
1159 Social Studies 16	2159 Social Studies 26	
1226 Math 16	2226 Math 26	
1291 Science 16	2291 Science 26	
Occupational Component:		
1801 Agricultural Production 16	2801 Agricultural Production 26	3801 Agricultural Production 36
1802 Agricultural Mechanics 16	2802 Agricultural Mechanics 26	3802 Agricultural Mechanics 36
1915 Horticulture 16	2915 Horticulture 26	3915 Horticulture 36
1546 Business Services 16	2546 Business Services 26	3546 Business Services 36
1547 Office Services 16	2547 Office Services 26	3547 Office Services 36
1847 Building Services 16	2847 Building Services 26	3847 Building Services 36
1851 Construction Services 16	2851 Construction Services 26	3851 Construction Services 36
1407 Crafts and Arts 16	2407 Crafts and Arts 26	3407 Crafts and Arts 36
1408 Technical Arts 16	2408 Technical Arts 26	3408 Technical Arts 36
1941 Natural Resource Services 16	2941 Natural Resource Services 26	3941 Natural Resource Services 36
1602 Child and Health Care 16	2602 Child and Health Care 26	3602 Child and Health Care 36
1603 Esthetology 16	2603 Esthetology 26	3603 Esthetology 36
1877 Fashion and Fabric Care 16	2877 Fashion and Fabric Care 26	3877 Fashion and Fabric Care 36
1831 Hair Care 16	2831 Hair Care 26	3831 Hair Care 36
1632 Commercial Food Preparation 16	2632 Commercial Food Preparation 26	3632 Commercial Food Preparation 36
1633 Food Services 16	2633 Food Services 26	3633 Food Services 36
1634 Maintenance and Hospitality Services 16	2634 Maintenance and Hospitality Services 26	3634 Maintenance and Hospitality Services 36
1747 Automotive Services 16	2747 Automotive Services 26	3747 Automotive Services 36
1748 Service Station Services 16	2748 Service Station Services 26	3748 Service Station Services 36
1749 Warehouse Services 16	2749 Warehouse Services 26	3749 Warehouse Services 36

SENIOR HIGH INTERIM RESOURCES

Course	Curriculum Guide	Teacher Resource Manual	Student Workbook
English	X	X	
Social Studies*	X	X	
Math *	X	X	
Science *	X	X	
Occupational Component:	X**	X**	
Agricultural Production			X
Agricultural Mechanics			X
Horticulture			X
Business Services			X
Office Services			X
Building Services			X
Construction Services			X
Crafts and Arts			X
Technical Arts			X
Natural Resource Services			X
Child and Health Care			X
Esthetology			X
Fashion and Fabric Services			X
Hair Care			X
Commercial Food Preparation			X
Food Services			
Maintenance and Hospitality Services			X
			X
Automotive Services			X
Service Station Services			X
Warehouse Services			

The above resources are expected to be available as follows:

- Grade 10 (16 level courses) – August 1990
- Grade 11 (26 level courses) – August 1991
- Grade 12 (36 level courses) – August 1992.

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* These courses are NOT offered at the Grade 12 36-level.

** Generic to entire Occupational 16 component.

TIMETABLING ALTERNATIVES

The following sample timetables are provided to assist high schools in their planning:

1. **I.O.P. Program: 125 instructional hours/3-credit course.** Core I.O.P. courses are designed for three credits representing 62.5 hours to 75 hours of instruction. Since I.O.P. students often benefit from additional time on task, at the local level schools may decide to offer 3-credit courses within a time structure of 125 hours.

	GRADE 10		GRADE 11		GRADE 12	
1	English 16 (3)	→	English 26 (3)	→	English 36 (3)	→
2	Social Studies 16 (3)	→	Social Studies 26 (3)	→	CALM** (3, 5)	→
3	Math 16 (3)	→	Unspec. (5)***	→	Unspec. (5)***	→
4	Science 16 (3)	→				
5	Phys. Ed. (3, 5)	→	26 Level Occ. Course* (10)		36 Level Occ. Course* (10)	
6	Unspec. (3)	→				
7	16 Level	Occ. Course* (3, 5)	26 Level Occ. Course* (10)			
8	16 Level	Occ. Course* (3, 5)				
Total Credits	30 (34)		31 (32)		21 (23) 3 Year Total 82 (89)	

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* 16, 26, 36-level occupational courses are listed in the senior high section of this manual. The 16-level occupational courses may be offered for three or five credits.

** CALM has been placed at the Grade 12 level in all sample timetables as the themes in CALM reinforce many topics addressed in Social Studies 16 and 26.

*** Unspecified credits may be applied to any regular course (according to interest, ability) including work experience.

2. **I.O.P. Program: 75 instructional hours/3-credit course**. The following timetable depicts the minimum instructional time of 25 hours per credit. This timetable allows ample free time for students to take additional core or complementary courses to prepare them for the world of work or leisure activities.

	GRADE 10		GRADE 11		GRADE 12	
1	English 16 (3)	Social Studies 16 (3)	English 26 (3)	Social Studies 26 (3)	English 36 (3)	
2	Math 16 (3)	Science 16 (3)			CALM (3, 5)	
3	← Phys	Ed (3, 5) →				
4	Unspec (3)		← Unspec	(3, 5) →	← Unspec	(3, 5) →
5	16 Level	Occ Course* (3, 5)	26 Level Occ Course* (10)		36 Level Occ Course* (10)	
6						
7	16 Level	Occ Course* (3, 5)	26 Level Occ Course* (10)			
8						
Total Credits	28 (32)		31 (32)		21 (24) 3 Year Total 80 (88)	

* 16, 26, 36-level occupational courses are listed in the senior high section of this manual. The 16-level occupational courses may be offered for three or five credits.

3. I.O.P. Transfer to General Diploma after Grade 11*

	GRADE 10		GRADE 11		GRADE 12		1 Extra Year
1	English 16 (3)	Social Studies 16 (3)	English 26 (3)	Social Studies 16 (3)	English	23 (5)	English 33 (5)
2	Math 16 (3)	Science 16 (3)	Math 26 (3)	Science 26 (3)	Math 24(3, 5)	Science 24 (3, 5)	(3, 5)
3	Phys	Ed. (3, 5)			Social Studies	23 (5)	Social Studies 33 (5)
4	Unspec. (3) Comp. Lit. 10				CALM		
5	16 Level Occ. Course (5) Const. Serv. 16		26 Level Occ. Course (5)		Bldg. Const. 22A (5)		Bldg. Const. 32A (5)
6			Const. Serv. 26		Bldg. Const. 22B (5)		Bldg. Const. 32B (5)
7	16 Level Occ. Course (5) Auto Serv. 16		26 Level Occ. Course (5)		** 36 Level Occ. Course (10)		
8			Auto Serv. 26		Auto Serv. 36		
Total Credits	30		32		36		23 4 Year Total 121

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* To qualify for a General High School Diploma, students must meet the minimum high school graduation requirements as specified in the *Guide to Education: Senior High School Handbook* (1989-90).

** A 36-level occupational course (ten credits) will be accepted as equivalent to two Grade 12 courses for the General High School Diploma for students transferring from the Integrated Occupational Program.

SUGGESTIONS FOR SUCCESSFUL IMPLEMENTATION OF THE INTEGRATED OCCUPATIONAL PROGRAM

INFORMATION FOR ADMINISTRATORS AND I.O.P. COORDINATORS

The following information and suggestions are provided to assist administrators/coordinators with the implementation of the Integrated Occupational Program.

STUDENT SELF-ESTEEM: HOW ADMINISTRATORS CAN HELP

Self-esteem affects everything we try (or choose not to try), every relationship we have, and all of our expectations for success and happiness. Some ideas that have been used to increase student self-esteem are included:

- DIAL-A-PRAISE - The principal asks teachers to inform him/her when students do something special. Their parents are phoned with a message of praise.
- BIRTHDAY CALENDAR - display a birthday calendar (updated monthly) on the wall of the cafeteria.
- "Hi, how are you doing?" - a classroom visit on a regular basis to say a simple "Hi..." would be a positive approach.
- STUDENT OF THE WEEK - designate a special student each week, identified for such things as considerate deeds, kindness, etc.
- Know every student by name (if at all possible) and use it.

Most of these ideas to build student self-esteem provide recognition that mean something special because it comes from the principal.

SELECTING THE I.O.P. TEACHER*

Selection of the I.O.P. teacher is one of the most crucial elements in the successful implementation of the I.O.P. curriculum.

The teacher of the Integrated Occupational Program student must be sensitive to the needs and varying abilities of students as well as responsive to the fact that, by the time they reach adolescence, many of them have grown accustomed to failure. The educational cliche, "teaching students, not curriculum", is particularly relevant to this teacher. The intent is not to downplay curriculum but to meet the individual needs of the student.

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* Those schools choosing to hire an I.O.P. teacher aide should look for a person with similar qualities.

CHARACTERISTICS OF THE SUCCESSFUL BASIC CORE TEACHER[1]

- The teacher sets reasonable, challenging, and purposeful goals for the students. These goals must be flexible enough to accommodate the unique needs of each student.
- The teacher sets classroom rules that are firm, fair and consistent. This structure is made clear to the student at the beginning of the year and is strictly followed.
- The teacher is flexible and innovative in the design and use of curriculum.
- The teacher initiates and encourages mutual respect and trust. If the students perceive they are respected and trusted, then they will respond favourably.
- The teacher sets an example of those behaviors he/she is attempting to foster in students. "They practise what they preach."
- Teachers who can appreciate humour and can laugh at themselves are appreciated. A sense of humour, as long as it is not sarcastic, is very important. It helps the teacher to maintain perspective and may prevent over-reaction to minor incidents.
- The teacher takes an encouraging, supportive interest in the affairs of each student. It is important to let the student know that the teacher sincerely cares about his or her outside interests.
- The teacher becomes familiar with student records and background.
- The teacher recognizes that repetition may be a part of the instructional process.
- The teacher is organized and well prepared.
- The teacher is comfortable with the integrated approach. A generalist will be more likely to understand other courses to facilitate integration.
- The teacher has a high level of commitment and energy as well as a "work ethic".
- Occupational teachers should have knowledge and/or experience in the occupational area, especially at the 26/36 level. Past experience in the work force as a supervisor would be very helpful when monitoring workplace policies, behaviors and expectations.

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1. Adapted from County of Strathcona #20, Basic Core Program and suggestions from Principals who were involved in the I.O.P. Field Validation.

The following points may be helpful in identifying such a teacher.

- **Select a team** – if the size of the school warrants more than one teacher, try to put together a group of teachers who would work well together. This team approach will encourage sharing of ideas and work, and may result in effective team teaching.

- **Request volunteers** --wherever possible, ask teachers to volunteer or post the position in the district. A new course such as this requires enthusiasm, commitment, and extra work. Those who feel comfortable with the approach and content will be more willing and able to present an effective program to students.

PREPARING THE I.O.P. TEACHER

The challenge in teacher preparation for I.O.P. is not so much helping teachers understand WHAT needs to be taught, although this aspect is very important, but in helping teachers to feel confident and comfortable with HOW the material should be presented.

To assist in this, teachers will benefit from:

- reading thoroughly the *Program of Studies/Curriculum Guide* and the *Teacher Resource Manual*, especially the preamble that details the unique I.O.P. philosophy

- interacting with others who are also teaching I.O.P courses

- learning about the program and instructional strategies through well-planned inservice activities that are appropriately scheduled over time

- identifying sources of support (I.O.P. teachers in neighboring jurisdictions, Alberta Education Regional Office support, professional reading).

ROLE OF THE I.O.P. COORDINATOR

Effective implementation involves coordinating the many resources and sources of support that are available within the school system and the community with the needs of the teachers and students. Within each jurisdiction, it may be wise to identify and train "model" teachers who can then explain the program, and assist new I.O.P. teachers.

An important first step in the implementation of I.O.P. is to assign this responsibility to an individual or team at an early stage.

Responsibilities of the I.O.P. coordinator may include:

- identifying and dealing with teacher and administrator concerns

- identifying sources of support within the community, including regional offices of the various government departments that have related responsibilities (e.g., Apprenticeship and Trade Certification, Career Development and Employment, Community and Occupational Health, Labour)

- coordinating local teacher training workshops
- encouraging in-school support networks involving I.O.P. teachers, librarians, and school counsellors
- coordinating workshops, seminars, and information dissemination to parents, other staff members and community partners
- facilitating the purchase and sharing of resources
- acting as liaison with Alberta Education.

PLANNING TIME FOR INTEGRATION

Good teaching always integrates skills and concepts within and between subjects. However, integrated teaching in secondary school has generally been INCIDENTAL rather than STRUCTURED. The Integrated Occupational Program teacher, on the other hand, teaches a curriculum that deliberately incorporates and mandates such an integrated approach. Suggestions for such integration are provided in column three "Related Applications Across the Curriculum" in each of the I.O.P. course curriculum guides. In order to facilitate improved student learning of related concepts, skills and attitudes, cooperative lesson planning between teachers is imperative. By structuring time for such planning, integration is much more likely to occur.

COMMUNITY PARTNERSHIP

Community partnerships are central to the success of the Integrated Occupational Program. While the initial process of establishing community partnership sites is time-consuming, it pays rich learning dividends. Many jurisdictions engage a full-time coordinator to enlist and monitor community partnership sites. While a full-time position has obvious advantages, it is often not economically feasible for smaller jurisdictions.

There are many advantages to having the I.O.P. teacher(s) directly initiate contact with and monitor community partnership sites:.

- The teacher will become familiar with the employer and the business and, so, will be able to provide the best possible student-employer match.
- The teacher is intimately familiar with the curriculum objectives and so is in the best position to explain the purpose and goals of the community partnership placement.
- Through monitoring, the teacher is able to see the "whole" person - a vision much broader than the "in school" component. This enables the teacher to build on the evident strengths the student displays and work conjunctively with the employer to improve deficiencies.
- The teacher and employer cooperatively can assess the learning progress of the student.

Some schools schedule substitute teachers to provide occasional relief to allow I.O.P. teachers time to establish and monitor community partnership sites.

INDICATORS OF AN EFFECTIVE INTEGRATED OCCUPATIONAL PROGRAM

An effective Integrated Occupational Program will be defined by the following indicators:

Students will be:

- given instruction at an appropriate level and in appropriate amounts to maximize their opportunities to experience success in each course
- encouraged to participate in small and large groups in order to increase their ability to communicate with others and to build skills in interrelationships
- ensured the right to express their opinions
- encouraged to participate in classes by either expressing ideas or actively listening
- encouraged to apply their learnings through involvement in community partnerships

Teachers will:

- have a good rapport with students
- attempt to interact with each student during the class period
- have clearly defined short- and long-term plans that reflect the integration of the themes both within a given subject area and across subject areas
- encourage student input into course delivery
- promote projects in which students experience success
- promote positive liaison with parents, the community and other colleagues
- plan activities suited to the needs, interests and capabilities of students
- provide opportunities for independent study and the sharing of findings
- assist students in developing sound problem-solving strategies
- use questioning techniques that encourage critical thinking
- provide material requiring "recall" as well as case studies, simulations, and discussions requiring "understanding" or "synthesis"
- provide support and opportunity for appropriate risk taking

- use the following methods of instruction when appropriate
  - brainstorming
  - case studies/stories
  - collages, scrapbooks
  - debates
  - discussions (small/large groups/dyads/tryads)
  - field trips, tours
  - guest speakers/workshop presenters/resource people
  - incomplete sentences/stories
  - interviews (students, community members, adults, etc)
  - opinion/value voting-continuums
  - peer teaching/peer assistance
  - question/answer (student/teacher)
  - role playing/dramatizations/role reversals
  - simulations
  - student planning and organizing of events

- apply fair and appropriate strategies to evaluate student learning with an emphasis on quality of performance rather than quantity (refer to *Teacher Resource Manual* for each subject area)

- encourage team teaching and cooperative lesson planning

- promote a supportive, open classroom climate

- organize the lessons for effective learning
  - define lesson objectives
  - include warm-up activity or introduction
  - set the scene (outline what is expected of students) for each activity
  - help students identify what they learned from the activity and to relate the activity/lesson to their own lives
  - debrief students to ensure that they have concluded their activity and understand the positive aspects and applications of the experience

- determine when it is appropriate to involve supportive personnel if students are having difficulty

- continue with professional development.

Schools will:

- believe in their students

- set high standards with firm and fair expectations

- have a pleasant and comfortable environment; e.g., students are free to use building during breaks and lunches, can use a telephone and have available to them hot or cold drinks

- create an atmosphere of support and caring.

Parents will be:

- informed of the content of I.O P. curriculum through parent information meetings, newsletters, videos, etc.
- involved in I.O.P. placement decisions
- confident their values and decisions are respected
- encouraged to be involved in the I.O.P. curriculum (as guest speakers or resource people, to participate in discussions and homework assignments).

Communities will be:

- accessed where feasible (see suggestions re community partnership in each subject area curriculum guide)
- informed about the I.O.P. course (through newsletters, community newspapers, radio, TV stations)
- involved in open house activities (i.e., Career Days, fund raising, activities, debates, demonstrations, presentations, tours)
- recognized for participation in the I.O.P. (school brunches, newsletters, certificates, media).

INFORMATION FOR I.O.P. TEACHERS

USE OF THE PROGRAM OF STUDIES/CURRICULUM GUIDE

Each Integrated Occupational Program subject has a corresponding program of studies/curriculum guide combined in one document. All guides are arranged in a four column format:

- Column one, **Learning Objectives**, outlines the prescribed student outcomes of the course.

- Column two, **Related Life Skills**, provides concrete examples which teachers can use as an introduction to an objective to show students why the learning objective is necessary in real life. Related Life Skills give relevancy by answering the student's concern "Why do I need to know this?"

  The Related Life Skills are specific examples that are appropriate to the developmental level of the students, thus enabling them to readily identify with the example cited.

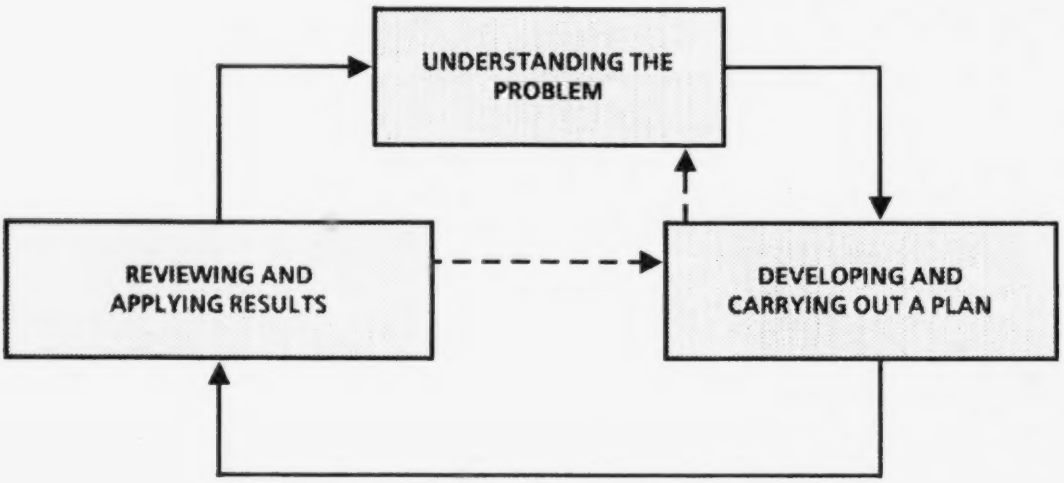
- Column three, **Related Applications Across the Curriculum**, indicates where cooperative units and lesson planning may facilitate improved student learning of related concepts, skills and attitudes in other courses: e.g., concepts introduced in core courses may have direct application in occupational courses. Suggestions for such integration are provided under subject headings.

- Column four, **Suggested Strategies/Activities**, identifies a number of teaching strategies and activities that may be used to enhance the teaching-learning process. To emphasize the importance of hands-on experience, community partnership ideas are provided. Community partnerships include both in-school visits, demonstrations, talks, etc., given by community members, and teacher/student observations, job-shadowing, work study and work experience activities within the community. Teachers are encouraged to assess the needs of their students and community resources and to use, adapt, complement and supplement the strategies and activities suggested to meet the needs of their students.

PROBLEM-SOLVING MODEL

I.O.P. students often have difficulty in coping with problems. To assist them in developing sound problem-solving strategies, a common model of the problem-solving process is used in each subject area to encourage a transference of concepts, skills and attitudes across the curriculum as well as to the outside world of daily life at home, at work and at play.

Teachers should post a copy of the problem-solving model in the classroom and refer to it frequently as problems requiring a solution arise. As students are made aware of the model being used, it enables them to relate specific skills to an overall strategy to monitor and evaluate their own progress.



UNDERSTANDING THE I.O.P. STUDENT'S LEVEL OF COGNITIVE DEVELOPMENT

How students think, feel and grow affects how they learn best. When teachers have a clear understanding of a student's cognitive, social and physical development, they are able to use these insights to choose activities and teaching methods. Informed choices can then be aimed at meeting, and indeed, extending student development through the appropriate stages. The information given below is not designed to be used to label students negatively or to lower expectations of pupils. It is reviewed for the purpose of further enabling teachers to facilitate and encourage higher levels of cognitive, social, and physical functioning in pupils.

Research tells us that the vast majority of I.O.P. students will be operating, according to a Piagetian framework, at the **Concrete Operational** level. A small percentage will be exhibiting **Formal Operational** thinking, particularly in subject areas where they are shown to be competent. Concrete operational thinking is characterized by its concreteness. At this level, students think logically about things and events, but usually in the context of their immediate experience, therefore having little access to abstracting principles from the past or future. They are able to coordinate two aspects of a problem at the same time, and can mentally reverse actions or operations as, for example, when they build classification systems and then break them down into subgroups. However, they may have difficulty in projecting a trend or hypothesizing; abilities which develop with formal operational reasoning.

Formal operational thinking, then, can be characterized as the development of hypothetical (i.e., if-then) thinking. Students are able to handle multiple sources of information, and, unlike concrete operational thinkers, have their underlying abilities rooted more in formal logic than in spatial perceptions.

Classroom application of the above means that, I.O.P. students respond well to concrete, physical objects or experiences that show what the concept "looks like". Questioning techniques that are sensitive to their cognitive level, yet challenge them to extend their thinking to the formal operational level, are encouraged. Introducing subjects by first finding out what the students already know is developmentally appropriate.

In the interests of brevity, the cognitive domain has been highlighted due to its importance when choosing academic tasks for your pupils. A more complete statement is available in the Alberta Education documents, *Students' Thinking, Developmental Framework, Cognitive Domain* (1987); *Students' Interactions, Developmental Framework: The Social Sphere* (1988); and *Students' Physical Growth, Developmental Framework: Physical Dimension* (1988).

All I.O.P. curriculum guides have been screened according to these developmental frameworks in order to ensure that the curricula was developed to meet and extend student development through the various stages, but you as teachers are left with the responsibility of generating other developmentally appropriate activities and teaching methodologies.

THINKING-RELATED BEHAVIOURS[1]

In order to encourage higher level cognitive functioning of students, a teacher should be alert to behaviours that indicate weakness in thinking skills:

1. Very impulsive pupils:
   a) make decisions quickly, without pausing to reflect
   b) do not think in advance
   c) do not plan
   d) do not consider alternatives
   e) say or do the "first thing that comes into their heads"

2. Overdependent pupils:
   a) cannot complete a task without help; sometimes virtually at every step
   b) continually get "stuck" and rely on the teacher for help before proceeding

3. Pupils who cannot connect means with ends:
   a) students' strategies are incompatible with their goals
   b) may have clear goals, but cannot formulate plans or carry out procedures that enable them to realize their goals

4. Pupils who miss the meaning:
   a) have difficulty comprehending
   b) have difficulty in following directions
   c) are unable to conceptualize big ideas or large issues

5. Pupils who are dogmatic and have closed minds:
   a) are certain in situations about which thoughtful people entertain doubts
   b) are unable to see alternatives

6. Pupils who are rigid and inflexible:
   a) operate within a narrow set of rules
   b) prefer to behave in terms of clearly defined formulas
   c) are frightened by change and innovation

7. Pupils who lack confidence about their ideas:
   a) are afraid of expressing their ideas for fear of being wrong
   b) almost never answer questions that involve thought (i.e., "What do you think?")

8. Pupils who are anti-intellectual:
   a) condemn the process of thinking as a waste of time and effort
   b) detest independent work, projects, discussion, and research
   c) see themselves as "lesson-learners"; believe the teachers should do the thinking and pupils give the right answers, which are found in texts
   d) require well defined standards of accomplishment.

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© 1987, Phi Delta Kappan, Inc., "Teaching for Thinking: Louis E. Rath Revisited", by Selma Wasserman.

STRATEGIES FOR TEACHING: "GETTING THE MOST" FROM I.O.P. STUDENTS

ENCOURAGEMENT vs PRAISE

Students with learning difficulties usually come into the I.O.P. with a history of failure, as a result of which they are discouraged. Encouragement from the teacher can be very effective in that it can offer the possibility of success through effort, make the student feel appreciated and "in charge", and do much for the student's self-image.

On the other hand, praise, especially when not earned, is sometimes used as a manipulative device to promote greater effort. Undeserved praise can have a negative effect, because it signals to the student that since praise is so easily earned, one doesn't really have to work very hard to get it. The ineffective use of praise is particularly evident in the case of the student who becomes "praise dependent" and looks to the teacher to mete out rewards, even for indifferent efforts.

The differences between praise and encouragement may be summarized as follows:

Praise

- focuses attention on the student
- puts teacher "in control" of assessing and rewarding the student: promotes student dependency on extrinsic feedback
- manipulates
- does not correlate with student outcome
- may promote comparisons and competition among students
- may inadvertently instil fear of failure and rejection by the teacher
- may be contrived to make the slower learner feel better

Encouragement

- focuses attention on the effort and the task
- shifts control to the student to learn to monitor/appreciate own efforts: student learns to appreciate intrinsic worth of effort
- accepts student as he/she is
- promotes continued effort
- focuses on individual effort and self-improvement...builds on strong points and successes
- allows for self-acceptance and faith that one can learn from mistakes
- is authentic, sincere

Encouragement must instil in the student a belief in trust, confidence, acceptance, and appreciation. Sometimes encouragement needs to be offered with a touch of humour.

Try these encouragement "openers", using a natural tone of voice:

- "You do a good job of . . ."
- "You have improved in . . ." (be specific, simple, direct)
- "I'm glad you enjoy . . ." (adding to student's own resources)
- "I appreciate your help. The room looks much better now that it's clean and tidy."
- "Let's try doing this together this time." (Help eliminate fear of failure.)
- "We all make mistakes. What would you do differently if you had another opportunity to work on this?"
- "Try again. You are giving it a good effort. Soon you'll have it down pat."

PROVIDING STRUCTURE

A typical I.O.P. classroom will have students with a range of learning abilities and learning styles. Students with learning difficulties often have a trial-and-error, random or episodic approach to learning tasks. The locus of control is usually external, and they are often heavily dependent on directions and feedback from the teacher. The overall aim of the I.O. program is to move students toward independent learning, self-control and satisfaction with the intrinsic reward of a job well done. Diagramatically, this can be depicted as:

Much Structure	Some Structure	Little Structure
• impulsive • concrete • easily frustrated • passively accepting of failure; blames others • confused by choice	• rule directed • externally motivated... "reward/praise-dependent"	• self-directed • inquiring • enjoys intrinsic reward of own efforts • responds to encouragement • assertive • likes choice

Learning tasks should be structured to ensure success. The following techniques have proven useful in I.O.P. classrooms:

- Have a few definite and consistent rules arrived at through teacher-pupil discussion. Let students know what is expected of them, and what consequences will result from failure to comply. The consequences should be logical results of not meeting the expectation. Rules must be applied **consistently** if they are to be effective. This means that if several teachers are involved with the same group of students, the expectations should be mutually agreed upon and mutually enforced.

- Provide an opportunity for student input in goal setting (course goals, personal goals, long-term goals, short-term goals; frequently reviewing and adjusting as necessary) and goal evaluation.

- Make goals and deadlines short and definite. When assignments are given, be certain students understand the assignment, how it is to be done, how it will be marked, and when it is due. Work together in class to get the students well underway. When work is collected, be prompt in marking and returning it.

- Break large tasks into smaller segments. Provide step-by-step guidelines and instructions. Make a wall chart of the steps.

- Use pictures and concrete materials.

- Enrich the learning environment by tapping all language and learning modalities. A multi-sensory approach can ensure greater understanding.

- Provide variety, particularly in semestered schools. Eighty minutes in an academic class setting can turn into an endurance test for both the students and their teacher!

- Make good use of encouragement. Move away from empty praise and childish reward systems. Give immediate feedback on each step initially, but teach students to "take charge" by becoming better at self-management and self-regulatory behaviours.

- Be prepared for each class, and begin work immediately. Between lessons, be visible in the hallways, and greet the students sincerely as they arrive for your class. Transition periods (moving from one activity to another, moving from one class to another) are often times when things "fall apart" and discipline problems erupt.

- Provide opportunities for choice and decision making, as students appear ready.

- Leave students at the end of each period with the satisfaction of having learned new material, and having experienced success in what they have been studying. Tantalize them with a hint of something interesting to come next period.

SETTING EXPECTATIONS

> I am not what I think I am and I am not what you think I am, but I am what I think you think I am.

A key point to remember is that students with learning difficulties are average learners in most ways; they are simply slower to perform, and require compensatory strategies and support to enable them to do their best. It follows, then, that in most domains, teachers should demonstrate normal expectations and insist on normal behaviours. Important expectations include:

- an emphasis on their ability to learn. These students need to know that their teachers believe this. The learning tasks must be meaningful and rigorous for them, yet geared for success.
- that they can become less teacher dependent and more "in charge" of themselves, by expecting them to regulate, monitor and find intrinsic rewards in their personal best efforts. Teachers should avoid doing for an I.O.P. student anything they should reasonably be able to do for themselves.
- that these students have dignity and worth, and have something important to contribute. The teacher expects a "best effort" on all work that is turned in, or done for others, but is willing to be available to help in the process.

Specific teacher behaviours which will assist in demonstrating expectations of the students include:

- all students are equitably called upon to answer questions and make other contributions in class.
- all students are given enough time to respond to the teacher's questions in class. Failure to wait for a student's answer communicates to the student that he is perceived to be less intelligent.
- higher level questioning is directed at all students to challenge them to think and to promote deep processing of information.
- all students are disciplined fairly, firmly and consistently.
- the teacher takes a sincere interest in all students and shows understanding and concern for their personal needs. All students are treated with respect and courtesy.
- all students are given appropriate, immediate feedback to their responses in class. Correct answers are affirmed. When answers are unacceptable, students are told and encouraged to try again, or given further information to assist in arriving at the correct answer (then, without fanfare, teacher moves on to another student).
- the teacher maintains close proximity (within arm's reach) with all students during class. This demonstrates the expectation that all students will have involvement; permits some individualized attention; and will have the desirable side effect of minimizing discipline problems.
- the teacher makes time available for individual help either during class time or after school hours.

EVALUATING STUDENTS' WORK

The "Evaluation" section of the subject area curriculum guides provides specific evaluation strategies. However, when evaluating the I.O.P. students, a few general guidelines need to be highlighted:

- Students need information about their learning. Some I.O.P. students may have difficulty monitoring and regulating their learning repertoires. They may not only need, but also seek a great deal of external feedback as to their progress. Providing prompt and specific information is important, while at the same time shifting some of the responsibility back to the student. Give encouragement, but also probe/prompt the students to self-evaluate and evaluate their peers, thus beginning to make them less "reward dependent" (a real problem at times) and putting them "in charge". For example, say:

  "You did a good job of __(be specific)__."
  "__(Be specific)__ needs work."
  "What did you find the most difficult?"
  "What made it difficult?"
  "What needs to be changed to make improvement here?"

- Evaluation should be an ongoing process, conducted both formally and informally. When teachers are planning for more formal types of evaluation, students should be given plenty of advance notice and a study guide to highlight the areas they need to review. Avoid catching the students off guard with "surprise" quizzes; rarely will they give their best under such circumstances.

  The skills profile provided in the introduction to each program of studies/curriculum guide can be used as a checklist in structuring ongoing evaluation procedures.

- A variety of methods should be used to evaluate student progress. Overdependence on paper-and-pencil techniques may not permit students with learning difficulties to "strut their stuff". Overuse of such techniques as multiple choice examinations may mitigate against success since:

  - the student must hold a lot of information in short-term memory before choosing an answer
  - the student must compare several pieces of information before choosing (very difficult for concrete operational thinkers)
  - the student must sometimes make fine discriminations among the "distracters" (i.e., How important is this?)
  - such examinations often test simple recall of information. We need to probe for deeper understanding.
  - such examinations sometimes set out to "trick" the students, by use of possible "distracters". This should not be the intent of the evaluation process.

Consider:

- providing taped versions of quizzes and tests for the weaker readers. Allow them to explain the answer on tape, or to an assigned scribe.

- having students give demonstrations, thereby providing the external "scaffolding" or support they need to cope with the demands of print.

- having students make up their own questions for an exam. This enables teachers to gain valuable insights into what information students think is important.

- providing a variety of open-ended items for student response.

- using a variety of techniques to observe performance (e.g., a checklist for performance). The following samples of checklists are included:
  - Checklist for Assessing Student's Notebook[1]
  - Interview Questions on Essay/Project/Report Writing[1]
  - Checklist for Assessing Student's Examinations[1]
  - Gaining Information from Text[1]

Such assessment tools may be particularly useful if completed by the teacher on a regular basis. They serves to clarify expectations, encourage organization and may provide a method and incentive for improvement.

- Students with learning difficulties often do not do their best under time pressure. Provide plenty of time for students to complete the work on an examination.

- Remember that evaluation has been the process by which these students have so many times been tagged as failures, and ultimately provided the rationale for placement in the I.O.P. program. Many of these students will go to extreme measures to avoid being tested again. Absence from exams; feigning an "I don't care, anyway" attitude; or not giving their best effort so that the anticipated failure can be combatted with "I didn't try my best", are all common behaviours. Though evaluation is a part of school life and is necessary to the program, efforts should be made to:

  - tap the students' strengths, so they can be successful in the evaluation process

  - help the students see that ongoing evaluation that comes from within ("Is this my best?"), as well as outside, is a healthy and growth-producing process

  - help students see that mistakes, in themselves, can be fruitful in teaching us to correct our ways. The difference between winning and losing is one more try. It's that extra try that can often turn aside failure and place one on the road to success.

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CHECKLIST FOR ASSESSING STUDENT'S NOTEBOOK

Student Name: _____ Date: _____ Examiner: _____

Subject(s): _____

Please evaluate the student's performance in each area by marking a √ in the appropriate column.

	Excellent	Adequate	Inadequate	Notes
Handwriting • Legibility • Neatness • Speed				
Overall Organization • Clarity of Subject Delineation (e.g., history, math, etc., kept separate instead of mixed) • Appropriateness of Sequence within Subject • Student's Ability to Retrieve Information • Utility for Studying				
Specific Organization • Clarity of Headings • Dating of Work • Use of Space and Indentation (e.g., to denote superordination/subordination of ideas • Logical Sequencing of Points				
Content • Completeness of Notes • Summary of Main Idea • Amount of Detail	Excessive	Correct	Insufficient	

Style

• linear/sequential _____ figural/simultaneous _____

Comments: _____

_____

_____

_____

Teacher Role

The following questions should be answered by interviewing the student and examining the notebook.

1. For which subjects are your notebooks marked? For what percentage of the grade?

Subject	Marked	Percentage

2. What do you think your teacher(s) look for when marking your notebook? What kind of notebook will give you a good grade?

_____

_____

3. What is the nature of your teacher's comments in your notebooks? _____

_____

4. Have you ever been taught how to make notes? Yes _____ No _____ How were you taught? _____

_____

_____

1. Source: *Learning Disabilities Focus* (see p. 45 for complete acknowledgement).

INTERVIEW QUESTIONS ON ESSAY/PROJECT/REPORT WRITING

Student Name: _____ Date: _____ Examiner: _____

The Task Environment

1. How did you select the topic/book? _____
2. Are you interested in it?
   very interested _____ somewhat interested _____ not at all interested _____
3. What did the teacher do when giving out the assignment? _____

		Yes	No	Notes
Probes:	• give oral guidelines	_____	_____	
	• give written guidelines	_____	_____	
	• select the topic/book	_____	_____	
	• provide structure	_____	_____	
	• increase your interest	_____	_____	
	• specify length	_____	_____	

4. Who are you expecting to read the essay? _____

Previous Knowledge

5. Have you previously been taught to write essays/projects/reports?
   Yes _____ No _____ What were you taught? _____
6. What did you know about the topic before you started? _____
7. What do you think are the expectations of your reader/teacher? _____

Planning

8. Did you have a plan for writing the essay/project/report? Yes _____ No _____
   What was it? _____
9. When did you begin thinking about the topic? _____
10. Did you do any research? Yes _____ No _____ What resources did you use? _____
11. How much time did you have for writing (i.e., between date assignment was given and assignment due)? _____ Days
    How did you use that time? _____
12. Did you make an outline? Yes _____ No _____ What kind of thinking did you do first? _____
    What was your organizational plan (outline)? _____

Translating/Reviewing

13. How many drafts did you write? one _____ two _____ three _____
14. How long did it take to write each one?
    1. _____ hrs/mins 2. _____ hrs/mins 3. _____ hrs/mins
15. Did you write your first draft with pencil? _____ pen? _____ typewriter? _____ word processor? _____
16. Did you double space your first draft? Yes _____ No _____ What kinds of changes did you make? _____
17. Did you read your first draft over? Yes _____ No _____ What kind of changes did you make? _____
18. Did you ask a friend or family member to read the first draft and make suggestions? Yes _____ No _____
    What kind of suggestions did they have? _____
19. Did you proofread the final draft? Yes _____ No _____

Evaluating

20. How did you feel about the essay/project/report in the end? _____
21. What grade did you think you would get? _____ Why? _____
22. What was the teacher's evaluation? _____

1. Source: *Learning Disabilities Focus* (see p. 45 for complete acknowledgement).

CHECKLIST FOR ASSESSING STUDENT'S EXAMINATIONS

Student Name: _____ Date: _____ Examiner: _____

Type of Test:

Multiple Choice _____ Short Answer _____ Essay _____ Standardized _____ Class Test _____ % of Grade _____

Subject: _____

Test Preparation

Interview the student by asking the open-ended question first, followed by the probe question as required.

Tell me how you study _____

_____

_____

Probes:

1. Do you usually study in a special place? Yes _____ No _____ Where? _____
2. Do you have a special time for studying? Yes _____ No _____ When? _____
3. How long can you study before you take a break? _____ hours _____ minutes.
4. When you know you have a test coming up a week away, when do you start studying for it? _____
5. Do you usually find yourself having to cram the night before? Yes _____ No _____. For how long can you cram before you can't concentrate any longer? _____ hours _____ minutes.
6. Do you prefer to study in a quiet place, with music playing or in front of the television set? _____ What do you normally do? _____
7. Do you sit at a desk, in an easy chair or lie on the bed or the floor when you study? _____
8. Do you study from your notebook? _____ textbook? _____ both? _____ Which do you like best? _____
9. Tell me what goes through your head as you study. _____
10. When you study, do you try to figure out what information is most important? Yes _____ No _____ or to predict what questions will be on the test? Yes _____ No _____. How do you do that? _____
11. Which subjects do you find the easiest to study? Why? _____
12. Which subjects do you find the hardest to study? Why? _____

Test-Taking Behaviour

Evaluate the student's performance in each area by marking a √ in the appropriate column:

	Excellent	Adequate	Inadequate	Notes
• Punctuality • Equipped (e.g., pen, pencil) • Motivation • Planning of time • Checking of work • Accuracy of prediction of grade				
• Anxiety Level	High	Moderate	Low	

Test Product

Analyze a recent examination or test by examining the areas listed below and questioning the student when clarification is needed. Evaluate the student's performance in each area by marking a √ in the appropriate column:

	Excellent	Adequate	Inadequate	Not Applicable	Notes
• Handwriting Neatness Legibility Speed • Accuracy of Reading of Questions • Comprehension of Subtleties of Questions • Spelling • Grammar • Punctuation • Appropriateness of Vocabulary to Discipline • Sequencing and Organization of Thoughts • Relevance of Answers • Conceptualization of Answers • Elaboration of Answers					
Comments:					

1. Source: *Learning Disabilities Focus* (see p. 45 for complete acknowledgement).

GAINING INFORMATION FROM TEXT

Student Name: _____ Date: _____ Examiner: _____
Text: Subject: _____ Grade Level: _____

Select a chapter of a textbook in a content subject such as history, geography, or science. The textbook should be one currently in use in the student's program.

Word Identification

Ask the student to read aloud a passage of about 200 words. Note the number of words identified correctly. ____% of words identified correctly.
If the student identified 90% or more of the words correctly, proceed with the assessment. If the student identified less than 90% of the words correctly, select an easier textbook. Hesitations and self-corrections should not be counted as errors.

Survey of Strategies

Tell the student to show you how he/she would study the chapter in order to learn the material for a test. Ask him/her to verbalize his/her thoughts during the course of reading. Note the strategies employed by placing a √ in the blank space.

- Skimmed: introduction _____
  headings _____
  figures and illustrations _____
  italics _____
  conclusion _____
  prior to reading the chapter
- Read the chapter from beginning to end _____
- Began to read chapter, then gave up _____
- Spontaneously asked himself/herself questions while reading _____
- Used study questions as a guide for reading _____
- Picked out the main ideas or important points while reading _____
- Paraphrased main ideas or important points _____
- Looked up unknown words in the dictionary _____
- Underlined or highlighted important information _____
- Made notes _____
- Predicted questions that might be on an examination _____

Other: _____

Probes

Some students have strategies in their repertoire that they do not use unless directed to do so. Select a different chapter in the same textbook and rate the student's skill on the following directed procedures.

	Excellent	Adequate	Inadequate	Notes
Getting appropriate information from: introduction headings figures and illustrations italics conclusions Self-questioning Paraphrasing of main ideas Identifying words not understood Looking up words in the dictionary Predicting examination questions				

Comments: _____

1. Source: *Learning Disabilities Focus* (see p. 45 for complete acknowledgement).

INSTRUCTIONAL MEDIATION[1]

Instructional mediation refers to the teacher's interpretation of the physical and social context for the student. It can include interpretation of a student's responses to that student, and may be verbal or non-verbal. For example:

Verbal mediation - Suppose a student stumbles over a word in reading aloud. If the teacher supplies the word, no mediation has occurred. However, if the teacher instructs the student to sound out the word and/or if the teacher suggests that the student discern the word through context, the student has learned a strategy that has a general application.

Non-verbal mediation - Guiding a student's hand to show how to use a power tool is an example of non-verbal mediation. It is intentional and meaningful. The technique experienced has application beyond the immediate situation.

> Mediation can be used to regulate students' behaviour in terms of their use of strategies and heuristics on tasks. In promoting a strategic view of tasks, the student is empowered to become independent in using that process or engaging in that task. If there is a planning procedure for attacking problems, students will not only solve more problems on their own, but will also be able to identify the point at which they have trouble.
>
> A further use of mediation is to develop students' feelings of competency. Students who feel competent, and who focus on effort as being effective in learning, are willing to try new tasks, even when these are difficult. Students who are rewarded only for having performed well, on the other hand, come to have a performance goal. These students become reluctant to engage in any task at which they cannot quickly become successful. Teachers can foster a learning goal by providing appropriate challenges for students and supporting their efforts in solving these challenges. Teachers should focus their mediation on the role of effort and strategy selection to achieve success, rather than in praising performance.

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1. Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influences Student Learning*. Alberta Education, 1987.

THE ORAL LANGUAGE DEMAND OF THE CLASSROOM

A great deal of recent research has focused on teacher talk in the classroom. Specifically, the interest has been on the use of teacher questioning techniques, and on other patterns for teacher/student interaction vis-à-vis overall instructional styles.

Research findings provide much food for thought. For example, listening is very often a stronger learning modality for students with reading deficits. The teacher therefore needs to be cognizant of questioning techniques and students' overall abilities in dealing with language by ear, versus language by eye.

The oral language processing capabilities of these students may be different than those of their more academically able peers. Teachers must learn to adjust:

- the speed of their talk. The average oral reading rate for newscasters is 175 wpm. This may be too fast for I.O.P. students. Try taping yourself in class, to evaluate your speech habits and adjust the rate of speech if too fast.

- the content of the message. Teachers must be aware of factors such as heavy technical language loading and abstract concept density.

  - enrich the context of spoken instructions by providing examples, synonyms, antonyms; e.g., julienne the carrots into 3" strips.

  - enrich the context of the classroom with demonstrations, posted reminders of rules and procedures, and labels on containers/tools.

  - paraphrase key points for students to remember; e.g., "In other words, what you must keep in mind is..." (may be done by the more able students).

  - provide advance organizers in your talk, to help students develop a mental set for listening. In the first 2-3 minutes of class, briefly describe the day's lesson, highlighting the important things that will be discussed and accomplished.

  - at the end of each lesson, summarize what has been covered, referring back to an advanced organizer.

  - keep to a minimum the dependence on lecture format to transmit information. Students must have increased opportunities to ask questions, and to discuss, view and engage in meaningful writing activity. This means less teacher talk!

In sum, when the overall comprehensibility of verbal interaction in the classroom poses no problem, students can profit significantly from material presented at reduced rates of speech. This is a strength area for I.O.P. students, and teachers are encouraged to exploit all possibilities for reaching the students in this way.

QUESTIONING TECHNIQUES

Significant gains can be made by I.O.P. students when classroom questions:

- probe and prompt students to deep-process information, rather then fixate at the simple recall level. Deep processing promotes storage in long-term memory.
- aid students in retrieval of information. Again, overdependency on simple recall of information makes it difficult for the I.O.P. student to respond, usually due to memory deficits.
- encourage the students to expand the functions for which they are able to use language. The spontaneous speech of I.O.P. students is often lacking in breadth, and good questioning techniques can prompt the students to make predictions, consider alternatives, to project into the lives of others, and to engage in imaginative play.
- are used to monitor student comprehension as an ongoing process in class. Teachers should not content themselves with the superficial "Any questions?" or "Did you understand?" since many I.O.P. students are weak in self-monitoring and self-regulating strategies (i.e. they don't know that they don't know). Try asking instead, "Tell me, in your own words, what you are going to do next."

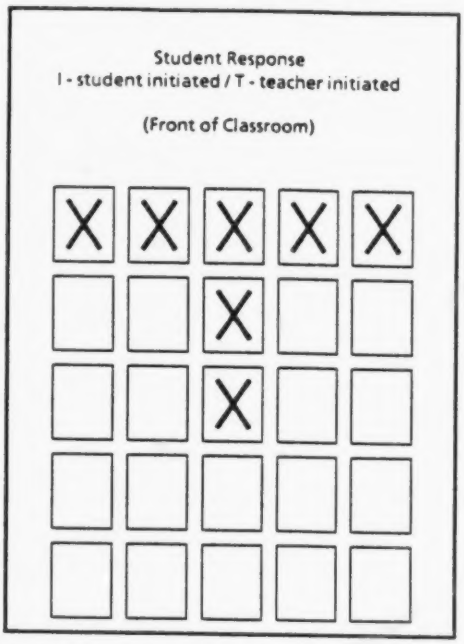
TEACHER CHECKS FOR ORAL LANGUAGE DEMANDS:

Teachers may want to try monitoring their questioning techniques by way of a checklist (composing the questions ahead of time), by inviting a trusted colleague to sit in on the class to tally the various categories of questions posed, or by having a class presentation videotaped. A simple grid might look like this:

	QUESTION	NON-MEMORY QUESTION	MONITORING OF STUDENT COMPREHENSION
Examples	What date . . .? Who . . .?	Give an opinion . . . Give an alternative . . . Predict . . .	Explain in your own words . . .
Tally			

RESPONSE OPPORTUNITY

Giving each student an opportunity to respond is key to the cognitive growth of all students. Invite a trusted colleague into the class to monitor the distribution pattern of questioning. The tally can be kept on an equity of response opportunity chart, such as the following example:



Teachers typically address their questions to the group of students who sit in the desks marked 'X".

LATENCY PERIOD

Latency period, or the length of time between the question and the answer, needs to be addressed as well. An awkward silence does not necessarily mean the student doesn't have an answer; most probably the student is busy in a "retrieval" mode, scanning the mental filing system for the information sought. Use specific techniques to monitor your "wait time", such as pacing five steps or making eye contact with five students before accepting a response. After accepting a response, allow about five seconds before acknowledging that the student may be struggling. Then provide probes, prompts and "scaffolding" to aid in memory search. Often, the answer will be found, and you will have taught a valuable strategy!

Teacher question: "What year did you get your dog, Rex, for a Christmas present?"

Student: "I don't know...I can't remember."

Teacher probes: "Can you think of other gifts you received that same Christmas?" "Can you remember where you celebrated Christmas that year?" "Who else was with you that Christmas (e.g., grandparents)?"

Teach the rest of the class to be patient and polite when dealing with moments of silence. If a question is not straight recall, most students will have a contribution to make, at some level, when they are called upon to answer.

MODELLING

Since I.O.P. students often display deficits in perception, memory and attention, their thoughts will need to be directed and focused to specific behaviours of other students that are worthy of modelling.

The role of teacher-as-model is even more important, since many I.O.P. students will be taking their classes in segregated settings, either by way of segregated classes in composite schools or in segregated schools.

The I.O.P. teacher should model:

- Learning strategies - Talking aloud while modelling a strategy clarifies the thinking processes for the student. Gaining meaning through the use of context clues, for example, lends itself to such modelling.

- Organizational skills - "A place for everything, and everything in its place" might be a good motto to teach and model, as I.O.P. students have great difficulty in this area. Being organized also provides the structure and predictability too often missing in the lives of these students. Insist on students keeping organized notebooks, a tidy work environment, and coming to class organized and prepared to work.

- Appropriate personal presentation - Does your personal appearance reflect good grooming and a desire to show your best "self" as a role model for your students?

- Good communication skills and attitudes - Students can benefit from the teacher's example in the area of non-verbal communication. Eye contact, facial expression, voice tone, mood, posture and gestures, and the language of personal space and distance are often problematic to teenagers. A teacher who is willing to "hear someone out" and to resolve problems patiently, fairly and democratically is providing an important role to model.

TECHNIQUES FOR MAXIMIZING CLASSROOM EFFECTIVENESS

The following techniques have been selected to maximize teaching effectiveness because they can be individualized to take into account the special needs of each academically disadvantaged student.

- **AUDIOVISUAL AIDS**

  Students who do not read well can use the senses of hearing and seeing to obtain information they otherwise may miss because of poor reading skills. Audiovisual aids can be more realistic and interesting than some other methods of learning. One audiovisual aid which has proven to be particularly useful in teaching the disadvantaged student (especially slow readers and students who lack academic motivation and confidence) is the tape recorder. It allows the students to hear themselves and may assist in improving their verbalization abilities.

- **BRAINSTORMING**

  This technique encourages the use of imaginative or creative thinking about a particular topic. Brainstorming is often effective with students who are withdrawn and do not express themselves well in large group discussions. Since no idea presented is rejected, students who may be less verbal in other learning activities feel less threat in participating. This provides a non-threatening opportunity for students to express their ideas.

- **DEMONSTRATIONS**

  A demonstration puts principles and theories into practical operation by allowing students to see and hear what is being performed. The multisensory appeal tends to attract and retain the students' attention. Learning is based on observed outcomes that provide practical meaning. A demonstration allows for physical learning rather than abstract. The sequence of steps and key points involved become obvious to the success of the completed process. One of the most effective ways to motivate disadvantaged students is to make clear how a skill or process to be learned can be of practical use to them.

- **FIELD TRIPS**

  The field trip offers a first-hand learning experience, which is often the way the disadvantaged student learns best. It provides an opportunity for students to relate theories and principles learned in the classroom to practical situations in the community and the world of work.

- **GAMES**

  The use of games in the classroom emphasizes that learning can be an enjoyable activity. Games also provide social experiences that require cooperation and interaction. A well chosen educational game can provide opportunities for the development of comprehension and skill in following instructions. Appropriate follow-up activities can be developed to maximize the learning experience.

- **INDIVIDUALIZED INSTRUCTION**

  Individualized instruction may accommodate the learning styles and interests of students who:

  - prefer to work at their own speed
  - have difficulty with verbalization
  - are not easily motivated
  - have a high fear of failure

  This technique is most effective when it is custom tailored to the student's needs, interests and capabilities.

- **PEER TEACHING**

  In peer teaching, a student who has mastered a particular skill or some basic knowledge, shares this competency by working with another student to help him or her learn the skill or knowledge. Peer teaching can be used to:

  - assist with the integration of the I.O.P. student into regular classes, thus stimulating social intermingling.
  - make learning more friendly and less formal
  - improve knowledge of a subject and communication skills of both peer and tutor.

- **PROJECT METHOD**

  The project method is a type of instruction in which the student is responsible for selecting, planning, executing and evaluating a specific skill or work assignment with the guidance of knowledgeable and experienced individuals. This method is particularly useful when there is a wide range of individual differences in student abilities. Advantages of this method include:

  - individualized instruction
  - student responsibility
  - active involvement
  - practical application of newly acquired knowledge
  - opportunity to succeed in an educational experience and take pride in this accomplishment.

- **RESOURCE CENTRE**

  A resource centre has the potential of providing motivation for students if it:

  - includes a variety of subject appropriate materials (books, magazines, journals, newspaper articles, brochures, community resources, etc.)
  - is easily accessible
  - is inviting to students
  - includes student projects and community activities relating to the subjects or occupational area.

- **ROLE PLAYING**

  Role playing, used in the protective setting of the classroom, can further focus and advance the process of learning. For example, a mock job interview that simulates "the real thing" does much to develop desirable behaviours. In a trusting atmosphere, students can better accept coaching tips on haircuts/styles, make-up, dress, asking and answering questions, and so on. The interview can be taped and then reviewed. Invite the school work experience coordinator to act as the interviewer, or, better yet, invite the personnel manager from a neighbourhood business to become involved as a community partnership venture.

  Role playing can be used to help I.O.P. students to:

  - express themselves verbally
  - show creativity
  - learn in the affective domain (i.e. attitudes)
  - gain an understanding of the feelings of others
  - become actively involved in the learning situation

  The actual role playing situation should take no more than 5-15 minutes. Teachers must ensure there is ample time to allow for proper expression of attitude and clarification of misunderstandings.

- **STUDY SKILLS**

Many students, but particularly the Integrated Occupational Program student, would benefit from guidance in the area of study skills. The I.O.P. teacher is encouraged to take the time to help students improve their study skills.

"You don't have to be brilliant to do well at school or to pass exams.
You do have to be WELL ORGANIZED, and to have GOOD STUDY HABITS..."
Study Power, 1985[1]

Useful topics that may be addressed are:

- Exam Preparation and Test-Taking Strategy
- Listening Skills
- Note-Taking Skills
- Organizational Skills
  - Time Management Techniques
  - Where, When and How to Study
- Paraphrasing Strategy
- Project and Assignment Hints
- Reading Skills
- Remembering Skills and Techniques
- Stress Management.

STUDENT BEHAVIOUR INDICATORS[2]

As the effective teaching strategies outlined on the previous pages are implemented, teachers will likely note positive changes in student behaviour, including:.

1. **Problem-solving characteristics**

Spontaneous effort to define problem.
Spontaneous correction of errors.
Decrease in the number of erasures.
Increase in need for precision by oneself and others.
Decrease in impulsivity and aggressive interpersonal behaviour.
Increase in the relevance and completeness of responses.
Increase in willingness to defend one's own statements on the basis of objective or logical evidence, and to require the same from others.
More systematic work.
Increase in planning behaviour.

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1. Study Power Australia. Study Power: A Guide to Improved Study Skills. 1985. Address: P. O. Box 393, Claremont, Western Australia 6010.
2. For permission to reprint copyrighted material grateful acknowledgement is made to the following: Spelt International for the material from *Instructional Materials to Accompany Feurestein's Instrumental Enrichment Training*, by Jane Towery Woolsey, Sandra Falconer Pace, John Read, and Robert Mulcahy. Reprinted by permission of the Canadian publishers, Spelt International, 1988.

2. **Acquisition of vocabulary, concepts, operations, etc., necessary for problem-solving**

   Spontaneous use of acquired vocabulary and concepts.
   Spontaneous use of operations, strategies, and principles.
   Spontaneous use of sources of information and reference materials: dictionary, maps, etc.

3. **Production of intrinsic motivation through the formation of habits, of internal needs systems**

   Spontaneous reading of instructions before starting to work.
   Settling down to work more rapidly upon entering class.
   Spontaneous checking of own work.
   Increased responsibility for own supplies and equipment.
   Increased responsibility for making up work after absences.

4. **Increase in task intrinsic motivation**

   Increased curiosity about objects, events, and concepts previously unnoticed.
   Increase in attention span and time on task.
   Increase in readiness to cope with more difficult tasks and less anxiety and fears of failure.
   Increased cooperation and readiness to volunteer.
   Decrease in absenteeism.
   Increased readiness to cope with difficult and challenging material.

5. **Evidence of more reflective thinking and development of insight**

   Increase in divergent responses.
   Increase in reflection before responding.
   Increased sensitivity in interpersonal relations.
   Increase in readiness to listen to peers, and greater tolerance for the opinions of others.
   Spontaneous examples of generalization.
   Increase in exploration of alternatives before reaching a decision.

6. **Overcoming cognitive passivity**

   Decrease in number of requests for additional explanation and assistance before starting to work.
   Increased willingness to participate in oral discussions.
   Increase in willingness to render and accept help.
   Increase in self-confidence.
   Improved self-image and pride in performance.
   Decrease in reliance on authority.
   Increase in readiness to question.

PROFESSIONAL READING LIST

The learning resources listed below have been identified as potentially useful for I.O.P. teachers. These titles have not been evaluated by Alberta Education and their listing is not to be construed as explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Canada Safety Council. *Instructional Safety Objectives for Vocational/Technical Training Courses*

This safety resource (268 pages) will assist the occupational teacher to provide safety awareness training in a variety of occupational areas.

Canada Safety Council
1765 St. Laurent Blvd.
Ottawa, Ontario

phone (613) 521-6881

Coloroso, Barbara. *Discipline: Winning at Teaching*, 1983.

This book presents a positive approach to discipline through such topics as: Discipline vs. Punishment; Troubled Students; Trust, Respect, and Success.

Kids Are Worth It, Inc.
2222 Juniper Court
Boulder, Colorado, U.S.A. 80302

$5.00 U.S./book
$1.00 U.S. Postage/Handling

Csapo, Marg. *Teaching Social Skills*, 1987.

This book provides systematic methods and strategies for teaching children basic social skills. Some of the topics addressed are social withdrawal/social isolation/social aggression.

Available on loan from: Edmonton Public Library, University of Alberta Library, Calgary Board of Education Library.

Available for purchase from: Centre for Human Development and Research, 2889 Highbury Street, Vancouver, B.C. V6R 3T7.

Dunn, Rita Stanfford. *Educator's Self-Teaching Guide to Individualizing Instructional Programs*. New York: West Nyacle., 1975. pp.74-111.

This book provides techniques for determining individual student's learning style.

Florida Department of Education, Division of Vocational Education. *Teaching Academically Disadvantaged Students in Vocational Education Courses*, 1982.

The purpose of this book is to provide the vocational education teacher with:

- a description of some demographic and personal characteristics of academically disadvantaged students
- a description of some desirable characteristics in teachers of academically disadvantaged students
- a discussion of ways to modify classroom management and curricula
- a presentation of teaching strategies that the vocational education teacher may find useful with academically disadvantaged students
- a bibliography and a resource list.

State of Florida, Department of Education, Division of Vocation Education, Ralph D. Turlington, Commissioner of Education, Tallahasee, Florida.

Mulcahy, Marfo, Peat and Andrews. *A Strategies Program for Effective Learning and Thinking*. SPELT. A Teachers' Manual, 1987.

This manual (248 pages) presents an approach to learning and instruction based on cognitive theory. The first part of the manual provides a brief description of the theory and concepts underlying learning and thinking strategy instruction, for application, addressed in the second part.

Spelt International Limited
207 Manor Court
Sherwood Park, Alberta

Northwest Regional Educational Laboratory. *Experience-Based Learning: How to Make the Community Your Classroom*, 1978.

This book is intended to show how off-campus learning opportunities can be opened up for students. Experience-based learning techniques are described and the following questions are addressed:

- How is experience-based learning different?
- How do you structure experience-based learning?
- How can you link community resources with student projects?
- How do you locate resource people and involve them in experience-based learning?
- How do you manage the process?

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Weber, Ken. *The Teacher is the Key*, 1982. Methuen Publishers.

This book is a practical guide for teaching adolescents with learning difficulties. It contains chapters on organization and development, lesson planning, individualization, behaviour management, and a major section on teaching efficient thinking strategies.

Methuen Publishers
2330 Midland Avenue
Agincourt, Ontario
M1S 1P7

Weber, Ken. *Yes, They Can!* A Practical Guide for Teaching the Adolescent Slow Learner. 1974. Methuen Publishers.

This book is a developmental, carefully-structured approach to teaching adolescent slow learners, based on the premise that these students are capable of more than they themselves and most of society believe. It includes realistic methods of motivating as well as nurturing the self-confidence of these students.

Methuen Publishers
233 Midland Avenue
Agincourt, Ontario
M1S 1P7

ALBERTA EDUCATION DOCUMENTS

Essential Concepts, Skills and Attitudes for Grade 12, 1987.

Students' Interactions. Development Framework: The Social Sphere, 1988.

Students' Physical Growth. Development Framework: Physical Dimension, 1988.

Students' Thinking. Development Framework: Cognitive Domain, 1987.

Work Experience Education Manual, 1983 (currently under revision).

These documents are available through the Central Support Services Branch.

COMMUNITY PARTNERSHIPS

DEFINITION

Broadly defined, "a community partnership" is an agreement between a school and the private sector to a mutually acceptable set of purposes and the means for achieving such purposes. Community partnership is based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking the students out into the community.

Community partnership is a much broader concept than work experience. Work experience has traditionally implied that students work in a selected business in the community for 125 hours of time and receive five credits applicable toward their diploma. "Community partnerships" is not a course unto itself; rather, it is a vital component of every course, particularly those in the occupational component of the Integrated Occupational Program, and is designed to provide students with a variety of exposures and experiences in the real life world of work.

Potential community partners may include not only business and industry but also community based service organizations, parents and citizen groups. For example, a student may become involved in community partnership with a charitable organization or participate in a community venture such as landscaping and maintaining the school yard. An example of an in-school community partnership might be a parent, university student, senior citizen or business representative acting as a guest speaker to a class, or assuming the role of mentor or tutor to an individual student. By using the expertise, talent and unique human resources of community organizations, private citizens and businesses, community partnerships enrich the experiences of students.

As students become involved in community partnerships early in their schooling, they begin to appreciate, through first-hand experience, the need for basic computational, communication and social skills in order to achieve on-the-job success. As students see the need and relevance of acquiring these skills, they become motivated to achieve.

To paraphrase the message of an old Chinese proverb ...

Tell a student, and he will likely forget
Show a student, and he may remember;
BUT,
Involve a student, and he will understand.

RATIONALE

During the last decade there has been an increasing effort among educators and the community they serve, to provide the student with learning opportunities beyond those of the school building. The education of youth is no longer seen as a responsibility delegated by the community to the local school alone, but is increasingly perceived by the community at large as a jointly held obligation.

Increasing attention is being directed toward understanding the relationship between education and economic growth. Education is the fundamental means by which society develops skilful, creative, and productive citizens. Business and industry, recognizing their dependence on the output of the public schools, are seeking ways to effect quality in public education. Business and education collaboration represents one such attempt.

Community partnerships constitute a coordinated effort among all community members to work toward systematizing students' educational opportunities. Community members should make known their employment needs and, further, may participate in the direct schooling of students by acting as guest speakers, giving demonstrations, hosting tours, etc. Professional educators, in turn, must recognize community needs and seek the ways and means of making formal and reflective much of what heretofore has been informal education. Community partnerships, therefore, require planned articulation between community-based and school-based educational experiences.

MANDATE

The provincial government's policy statement *Secondary Education in Alberta* (June 1985) Policy Statement supports the concept of community partnership:

- Policies and guidelines will be developed to facilitate the effective use of educational services available outside the school.
- The secondary school system will explore ways of using accomplished members of the community such as scientists, performing artists, and community leaders, more extensively in schools, in both instructional and non-instructional ways, and in support of and in association with permanent teaching staffs. For example, useful approaches might include school-community exchange, creative use of staff leave provisions, and other "partnership" ventures.
- Expanded practical experience programs planned, administered and evaluated in consultation with the academic, cultural, recreational, social services, business, industrial and labour-related communities will be required to provide some students with the knowledge and the practical experiences they need for occupational awareness and preparation.
- The secondary school system should develop direct and effective linkages with public and private agencies in the community, particularly those that provide services to Alberta youth, to ensure coordinated and complementary assistance to students.
- The responsibility for students' secondary school programs will evolve toward a partnership among students, parents, the school, and the community. Students, parents and teachers will be responsible for planning each student's program.

Alberta Education is currently reviewing its policy in the area of community partnerships. In the interim, educators should consult the *Program Policy Manual* (revised) for the general guidelines and procedures for "Off-Campus Vocational Educational Programs, Work Experience Programs and Work Study Programs". In particular, attention is directed at policy related to work site selections and insurance coverage. The information contained in the Work Experience Education Manual would also be helpful.

OBJECTIVES

To ensure that the special needs of Integrated Occupational Program students are addressed in real life learning situations, the involvement of the community is essential. Schools working with businesses and individual volunteers to prepare our students represent investments that will never stop paying dividends; dividends in the form of a more literate society, better prepared employees, and a country that is proud of its schools.

Community partnerships are designed to:

- provide participants with hands-on experience to help them to relate their schooling to everyday life and experience in the workplace and the community
- develop in participants an awareness of essential employee attributes, and to prepare participants for the attainment of these attributes
- provide occupational preparation for entry into the world of work
- provide participants with an opportunity to develop life skills in the areas of goal setting, decision making and problem solving
- promote the development of self-esteem, self-awareness and self-assertion through social interaction at the place of employment or in the community
- encourage participants to continue their education, and to seek further post-secondary education or training appropriate to their career, educational and personal/social aspirations.

BENEFITS

The notion of integration and reciprocity is fundamental to the success of community partnerships. There are numerous benefits to:

Students

- Enhances educational experience through practical "real life" involvement with:
  - role models
  - mentors
  - community endeavours
  - the business and industrial world.
- Provides individual opportunities to:
  - increase motivation
  - improve achievement
  - enhance self-image.
- Prepares for a smooth transition from school to the first full-time job by:
  - acquiring employability skills while attending school
  - increasing career awareness
  - exploring occupational choices
  - developing an understanding of employer/employee processes
  - obtaining employment experience, contacts and references.

Teachers

- Enriches curriculum by involving students in a practical meaningful way. The result may be rewarding and renewed teacher enthusiasm because of the opportunity to improve and enhance the educational experience and become more knowledgeable about current business and industrial trends.

- Creates a more positive classroom environment, with improved attendance.

- Provides the possibility of:
  - assistance in special areas
  - opportunities for professional development in the context of business/industry
  - recognition as an innovative and progressive educator.

Schools

- Enriches total curriculum through community partnerships

- Increases community awareness and appreciation of the effective use of community resources

- Provides information regarding changes or additions in curriculum required to meet the changing needs of society

- Improves the level of community satisfaction with the schools

- Permits increased awareness of job opportunities in local areas

- Encourages students to remain in school and graduate

- Maximizes the educational program in periods of financial restraint.

Jurisdictions

- Shows leadership in innovative educational programs

- Provides information relative to the program structure of schools (i.e. elements of curriculum, career objectives and counselling, etc.)

- Provides an enormous pool of expertise that creative school personnel can tap. Community people thus multiply the resources of the school and improve programs

- Encourages more intensive interaction between business, community and education

- Encourages a sense of caring through collaborative activities.

Business and Industry

- Permits local business and industry to apprise schools of their present and future manpower needs, to influence career awareness and school programs which are specifically geared to meeting those needs.

- Provides a pool of potential manpower:
  - with desirable knowledge and skills
  - with lower training costs since students will have developed many generic and work skills as part of their school program
  - prospective employees who have been observed under actual working conditions
  - with a reduced turnover rate due to career awareness and preparation
  - that is more productive because of occupational preparation.

  Such an improved labour force has the potential of increasing profit.

- Provides rewarding and satisfying experiences for participating employees and employers because of the:
  - teamwork and mutual achievement
  - involvement with young people
  - personal satisfaction of making a positive contribution to education and the community.

- Provides an opportunity to enhance:
  - management skills
  - communication skills
  - resource utilization.

- Develops a better appreciation of:
  - the issues, challenges and decisions facing today's youth
  - the complexities and challenges for any educators.

- Improves public relations due to visibility, thus providing recognition for a valued community service, social responsibility and good corporate citizenship.

Community

- Increases civic cooperation

- Provides a well-prepared work force

- Enables young people to become contributors to the local economy

- Enables community members to impart their wisdom to students and students to reciprocate in meaningful ways

- Strengthens the system of public education

- Maximizes effective use of community resources.

TYPES OF COMMUNITY PARTNERSHIPS

There are numerous avenues along which community partnerships may develop. In junior high school, students may be initially introduced to the concept of community partnerships through such activities as:

- Inviting members of the community into the classroom as guest speakers, tutors, discussion or seminar leaders, or demonstrators (e.g., cake decorating, carpet care, grooming, landscaping, school photographer, special equipment use).

- Involving community members in special events (career days, mock job interviews).

- Touring local business and industry.

- Conducting taped interviews with employees in job areas of interest to the student.

- Sharing of such resources as films, videos, booklets, pamphlets, equipment, and specialized laboratory facilities.

- **Mentorship** -- A student is paired with an employee of a local company who volunteers to spend a few hours a month to be a "friend in industry" to the student. Mentors typically invite students to their workplace to tour the company facilities and may include them in trade and technical fairs.

- **Job Shadowing** -- After selecting a job area of interest, the student spends time with an employee working in that area, thus gaining exposure to the realities of the job and providing the student with realistic expectations to enable appropriate educational planning. In recent years, job shadowing has become a particularly popular method of informing female students about potential careers in non-traditional fields.

- **Group Community Partnership Project** -- One effective way of introducing students to individual community placements is first to involve them in a group community partnership project. Such projects are a versatile approach to experiential, community-based learning that can be designed around nearly any length of time, to fit almost any situation and involve any number of students. Projects can incorporate academic, socio-personal and occupational objectives and may be set up as home room projects, school projects or even as entrepreneurial endeavours. Many classes may become involved in such projects as:

  - school yard beautification (the science class may determine the most appropriate fertilizer, grass and paint to use; the mathematics class may undertake a cost comparison of various supplies; and each occupational class may assume an appropriate activity - planting, painting, etc.)
  - school store (various classes may have the school store merchandise products from woodworking, sewing and craft projects; business classes may handle the bookkeeping and retailing; the English class may promote and advertise the store.)
  - school lunch program (various classes may share responsibility for a lunch program.) Business class may handle incorporation and maintenance of a non-profit society. They may also maintain accounting records, do purchasing and collect money from students buying lunch. Home economics class may do menu planning and participate in food preparation and lunch service; the social studies class may do public relations amongst students and within the community. The class may conduct market research, provide linkage with wholesalers and the milk foundation board. Board of directors for the lunch program may be comprised of one student elected from each of the participating classes.

As students gain maturity and confidence, their community partnership activities should encourage them to assume greater responsibility. Students may:

- work within the school in a supervised, structured environment; e.g.,
  - working as an assistant in the school, (library, cafeteria, caretaking, canteen services, etc.)
  - working directly with the public while receiving course instruction (provide hair care services to community clients, run a school day care program, catering services, service station, automotive shop, etc.).

- work in the community in an individual capacity; e.g.,
  - businesses and industry (typing, cataloguing, delivering, warehousing, taking inventory, performing custodial services, farming, construction and automotives, etc.)
  - community service (hospitals, involvement with senior citizens and handicapped, playground program, S.P.C.A.)
  - community agencies and fund-raising (Uncles at Large, Big Sisters, Elks, Kiwanis, Lions, Canadian Cancer Society, Salvation Army, Red Cross, Heart and Lung Association, Easter Seals, Friendship Centres).

Placements are limited only by community availability and the creativity of the teacher involved. Placements should be selected according to the interests and education level of each student. Examples of possible placement in the eight occupational clusters are provided in the senior high school section of this manual. Further placement possibilities may be obtained from:

Alberta Agriculture District 4-H Offices
Alberta Career Centres
Clergy
Clubs
Community Associations
Media (Television, Radio, Newspaper)
R.C.M.P.
Senior Citizen Organizations
Yellow Pages in Telephone Book

Time allocations - The amount of time devoted to community partnership activities should increase with each year spent in the Integrated Occupational Program, as depicted by the following chart:

GRADES	DEVELOPMENTAL CONCEPT	INSTRUCTIONAL ORIENTATION	
		School	Community Partnership
8/9	Awareness	90%	10%
10	Exploration	80%	20%
11	Orientation	70%	30%
12	Preparation	60%	40%

The percentage figures given for the community partnership component are recommended minimal guidelines. Schools that do not have extensive on-site facilities will undoubtedly use community work sites to a much higher degree.

Schools with extensive in-school laboratory facilities should still ensure that all senior high students are given job placements within the community as part of their instruction in the occupational courses. The incidental learnings gained via actual job placement in terms of expected attitude, productivity standards, social relationships, and so on, cannot be duplicated in the classroom.

LAUNCHING SUCCESSFUL PARTNERSHIPS

There is no one right way to proceed with establishing community partnerships, nor is there a single formula for success. There are many successful programs, all different and all flourishing.

It is the responsibility of the school, in cooperation with its community, to devise the specific program, judge its suitability, set local objectives, determine the methods of instruction, evaluate placement, and develop methods of recognition. Responsibilities could be grouped under the following headings:

- Program Initiation and Planning
- Program Implementation
- Program Monitoring and Management
- Program Evaluation
- Program Validation
- Recognition of Community Partners

PROGRAM INITIATION AND PLANNING

Information Forms

Student and community information forms prove useful in matching potential partners. For example:

STUDENT INFORMATION OUTLINE

Personal Information:

- Name
- Address (home)
- Social Insurance Number
- Birthdate
- Home Phone
- Emergency Contact
- Parent or Guardian's Name
- Parent or Guardian's Address
- Parent or Guardian's Occupation
- Could your parents (guardian) help with any type of community partnership; e.g., volunteer in school/out of school; work placement at the business or in organizations?
- Do you have access to transportation?

Past Experience:

Include WHEN you worked, WHAT you did, and what you liked about each experience:

- Volunteer work (e.g., baby-sitting, paper routes, etc.)
- Hobbies
- Interests
- Special skills

Placement Preference List:

List in order of preference.

Restrictions:

List any restrictions (particularly geographical area, transportation, etc.)

COMMUNITY INFORMATION OUTLINE

Name of Organization/Individual/Business
Address
Contact Person

Job Title
Responsible to: Title
Person
Summary of Responsibilities

Main Duties

Working Conditions

Personal Qualities

Skills/Attitudes that may be developed in this work situation

Other Comments

Guidelines

Educators should consult the *Program Policy Manual* (revised) for the general guidelines and procedures for "Off-Campus Vocational Educational Programs, Work Experience Programs and Work Study Programs". The information contained in the Work Experience Education Manual would also be helpful.

The following responsibilities are outlined for the certificated teacher supervising an off-campus site:

- to ensure that the curriculum is followed and a plan of instruction is in place
- to ensure there are a variety of activities or experiences
- to ensure safety provisions are met
- to assess student performance
- to monitor student attendance
- to monitor student-instructor relations and student behaviour
- to monitor work site-community relations
- to ensure a positive learning environment
- to ensure appropriate records are kept for all of the above.

In developing and maintaining the off-campus project, the school board must ensure that the work site selection meets the following criteria:

- the work site will have adequate space provisions for the number of students enrolled
- the facilities and equipment at the work site will be adequate to achieve the objectives of the program
- the facilities meet the required standards of Occupational Health and Safety, and fire regulations
- the equipment used by the students meets CSA (Canadian Standards Association) standards
- all applicable federal, provincial and municipal legislation is followed.

School boards offering off-campus programs:

- will carry extended liability insurance for the protection of the board, its employees, students, and third parties.

PROGRAM IMPLEMENTATION

Assign a teacher or coordinator to be responsible for the community partnership program. A high degree of interpersonal skill is necessary to deal with the many different personalities found in the workplace. The coordinator will:

- Recruit appropriate training stations.

- Identify community partners who tend to have some of the following characteristics:
  - interest in education
  - commitment to young people
  - energy and enthusiasm
  - responsible position in the company
  - creative and innovative thinking
  - communication skills
  - willingness to make the necessary time commitment
  - support for the goals of the program
  - consistency, commitment, cooperation.

- Clarify the responsibilities of the employer:
  - to provide a safe environment
  - to provide a valuable learning experience
  - to provide an employee to act as the supervisor of the student
  - to evaluate the progress of the student
  - to report any problems to the coordinator (i.e., performance, behaviour)
  - to report student absences to the school.

- Outline the basic expectations of the student. These may include the following:
  - to conform to company standards of dress and behaviour
  - to be punctual and attend regularly
  - to report absence due to illness as follows:
    a. phone your employer before the start of the workday, say that you will not be at work, and explain why. Phone each day you are absent
    b. phone the school, giving notification of your absence
    c. inexcusable absences will be dealt with by the school principal. Missing an off-campus placement is the same as missing any other class
  - to become aware of the rights and responsibilities of employers and employees (teachers may wish to discuss this prior to work placements)
  - to work the full time specified by the agreement
  - to observe all company rules
  - to show a positive attitude
  - to learn as much as possible
  - to complete time sheets each week
  - to do their best
  - to be informed of evaluation components. For example:
    a. classroom performance
    b. tests, assignments
    c. employer observations/feedback.

- Meet with each student and agree on a mutually acceptable placement and job application procedures. For example:
  - preparing resume and covering letter
  - arranging and preparing for interview.

- Organize an orientation for the student, to:
  - explain the purpose of the community partnership, outlining what they can expect to learn
  - introduce the student to his or her supervisor and to other employees
  - acquaint the student with the physical facility
  - provide a complete description of the job performed
  - explain school and business expectations regarding volume and amount of work to be accomplished, speed, consistency of keeping busy, initiative, neatness, accuracy, safety, efficiency, punctuality, attendance, honesty and loyalty (emphasize that the business community will not accept lax standards)
  - explain company rules (breaks, dress requirements, smoking policy)
  - provide the student with a list of tasks that could be performed when regular duties are finished
  - establish a routine for student to follow
  - show the student the tools/equipment that are used in the organization and the ones the students will be using
  - describe the safety practices to be followed.

- Provide a list of suggestions to aid the employer's effectiveness with the student:
  - start the student off at a point where he or she can be reasonably assured of success, and then proceed in small incremental steps
  - give one instruction at a time; determine the rate of progress, and then gear to mastery
  - introduce a new task by:
    a. demonstrating what student is to do, explaining as you demonstrate (written instructions may be a helpful reference for the student)
    b. allowing the student to try the new task, then demonstrate again to show how to improve
    c. allowing the student to practise
    d. coaching the student to improve
  - have the student work as helper to a regular employee who will gradually give the student more and more responsibility
  - evaluate each student individually, recognizing that each one will have different skills and abilities
  - tell the student how he or she is doing -- either well or badly. With specific feedback, students are more able to adjust their performance
  - increase productivity through positive reinforcement:
    a. convince student you want him or her to succeed
    b. provide praise when appropriate; give constructive criticism in a sensitive, positive manner; assure the student that correction is part of the learning experience

- Develop a handbook of information as a useful communication tool. Suggested topics to include are:
  - program goals
  - benefits
  - expectations of the student
  - expectations of the employer
  - student evaluation
  - general information.

- Develop a plan to promote and maintain public relations with:

  (i) Business and industry
  - inform companies of the purpose of the program, explaining their roles in the evaluation of the students
  - discuss the role of the teacher-coordinator and the school
  - stress that the concept of community partnership is to provide an educational training experience
  - state your school board's position regarding remuneration
  - deal with questions and/or objections calmly but persuasively
  - ask for a commitment after summarizing the benefits
  - send a letter of confirmation to employer

LETTER OF CONFIRMATION TO EMPLOYERS

Dear _____:

We are writing to thank you for agreeing to participate in _____ High School's community partnership program. It is our understanding that you will accept _____ (number) student(s) for _____ (length and type of program).

The following student(s) have/has expressed an interest in working with your company:

These students have been asked to telephone you and make arrangements for an interview.

Please refer any questions and/or concerns to me at _____ High School (phone:).

Thank you again for your cooperation in expanding the learning opportunities for our students.

Yours sincerely,

- establish a formal document of the partnership agreement, to be signed by the teacher/coordinator, the community partner, and the student. For example:

PARTNERSHIP AGREEMENT

Between: _____

and

_____

We hereby declare that we have entered into a partnership aimed at enriching the learning experiences of students in:

_____
School

We agree with the objectives of the program which are:

1.
2.
3.
4.

We agree that: (Specifics)

1.
2.
3.

_____ _____
School Representative Student Representative

_____ _____
Parent Representative Organization/Individual/ Business Representatives

84

(ii) Home and School

- provide parents with an overview of the school board's philosophy and commitment to the program
- explain in detail the mechanics of the program
- explain the board's insurance policy which covers students while at the training station
- answer any concerns that parents may have
- ask parents for their support of the program

LETTER TO PARENT

Dear _____:

The Integrated Occupational Program of _____ School is (briefly describe program):

In order to ensure your child's coming community partnership experience is as valuable as possible, we request that you complete the attached "Program Evaluation Form" and return it to the school ___(date)___. During this time we hope you will encourage your child to discuss the experience with you. If you have any questions and/or concerns please do not hesitate to call me at _____ (phone:).

We appreciate your cooperation, which is vital to ensuring the success of the community partnership program. Community partnership education requires a coordinated effort among all community members. In so doing, community partnerships expand the learning opportunities for the school's most important constituents: the students.

Yours sincerely,

(iii) General Public

- provide a press release and follow-up articles for the local newspaper and radio station to increase public awareness of exciting educational endeavours as well as to show appreciation of supportive people and businesses.

Confidence builds . . .

. . . Self-esteem blossoms

IOP gives students new lease on life

Saturday Focus

BEST COPY AVAILABLE

PROGRAM MONITORING AND MANAGEMENT

Successful partnership programs require thoughtful coordination of the various management components. Some of these identifiable components are:

- Individual student needs, desires and problems influence performance and must be taken into account to ensure proper placements.
- The classroom and on-the-job training components have to be tied together in such a way that the stated objectives may be achieved.
- Partners should meet regularly to assess the strength of the program and to ensure effective communication.
- Effective management of human resources to establish a working atmosphere that interests partners in continued involvement.

Although the Integrated Occupational Program is an educational training program, there is an emphasis on the placement as a real job. As students are confronted with actual job expectations, classroom theory becomes a reality, and students and parents need to be aware that students will be treated as regular employees. As in any job, students will have to prove to the employer that they can handle responsibility. Many employers have students complete jobs of lesser responsibility during the first few weeks to give them the chance to prove themselves. In this way, students are able to adjust to the work site and grow with the job.

Partnerships need to be monitored to ensure that the program is working well. Monitoring strategies may include:

- establishing a reporting system that provides opportunities for teacher-student-partner discussion. For example:

VISITATION REPORT

Student's Name

Placement Location

Employer/Supervisor

Date: _____ Time: _____

Student's a) Attitude/Interest _____

_____

b) Comments _____

_____

Supervisor's a) Attitude/Interest _____

_____

b) Comments _____

_____

General Comments: _____

_____

_____

- using behaviour/competency checklists on a daily/weekly/monthly basis. These checklists may include the following information:
  - attendance
  - jobs done
  - equipment used
  - areas of strength
  - suggestions for improvement
  - dresses properly
  - follows instruction
  - finishes job
  - attitude
  - personal relations
  - responsibility
  - safety.

- dealing with problem situations effectively. The following procedure may be useful to share with the employer:

SUGGESTED PROCEDURE WHEN EXPERIENCING A PROBLEM WITH A STUDENT

- Inform the Community Partnership Coordinator.
- Outline your perception of the problem to the student.
- If possible, develop a plan to solve the problem. For example:
  - Give the student a goal to work toward
  - Develop a list of duties to be performed
  - Outline specific output expectations (e.g., two oil changes per hour)
  - Develop a list of duties the student could do when regular duties are finished
  - Increase supervision and/or assign the student to work with another employee.
- If the problem is serious, or if plans have not worked to solve the problem, the following is a suggested procedure:
  - Inform the teacher/coordinator
  - Hold a frank meeting with the student explaining the reasons the student's job is in jeopardy
  - Consider allowing the student a chance to reverse his or her behaviour
  - Notify the teacher/coordinator when all else has failed. It is your right to terminate a student.

PROGRAM EVALUATION

Program evaluation consists of two inseparable aspects. One is the evaluation of the program, the other is the evaluation of a student's behaviour and performance after participating in a partnership.

Evaluation of the total community partnership program should involve all concerned. The following sample of a student "Program Evaluation Form" may be adapted for general input from employers, volunteers and parents.

PROGRAM EVALUATION FORM
(Student)

1. Do you feel that this experience:

   (a) has been of benefit to you?
   Yes _____ No _____
   How _____ Why not? _____

   (b) has helped to prepare you for the world of work?
   Yes _____ No _____
   How _____ Why not? _____

   (c) has expanded your learning opportunities?
   Yes _____ No _____
   How _____ Why not? _____

2. What difficulties arose?

3. What strengths/abilities did you discover in yourself as a result of this experience?

4. Do you have any suggestions for improving this program?

Placement Location _____ Date _____
Employer/Supervisor _____ Signature _____
Student

Evaluation of the program should focus on:

- the adequacy of the program in serving the educational needs of students
- the strengths and weaknesses of the program
- the achievement of objectives as outlined
- the benefits of the program.

Student evaluation may involve two components: the in-school segment and the job site component of the program. The evaluation criteria should be well defined and thoroughly explained to the student at the beginning of the program.

- The student's evaluation may include:
  - a self-evaluation of the work placement, outlining areas of strength, areas where improvement is needed, etc.

- The teacher's/coordinator's evaluation may include:
  - assessing the student's in-class assignments and participation
  - reviewing student log sheets and diary on a regular basis
  - visiting and observing the student at work
  - keeping anecdotal records after each visit
  - reviewing the student's progress with the supervisor
  - reviewing the student's progress with the student
  - taking into account the student's self-evaluation of progress
  - calculating a final mark for reporting purposes.

- The community partner's evaluation may include:
  - observing the student's performance on the job, and giving immediate feedback to the student
  - completing written progress reports or checklists
  - assessing activities related to projects and assignments from the in-school component
  - reviewing work and employability skills
  - completing a final evaluation.

PROGRAM VALIDATION

An ongoing aspect of the school's role with regard to the program and the student is to ensure that the program itself is able to accomplish the stated goals.

Validation is the "key piece" in the ongoing efforts to maintain a successful program.
Validation occurs when the partners reach agreement and can show reasons and evidence that goals have been met. For example:

For the students - the level and type of experience is different from, broader than and, at least in some aspects, deeper than what the students could have achieved in school.

For the employer - the students have gained experiences that will be beneficial and will differentiate them from other young, untrained people who will approach a prospective employer seeking to enter the world of work.

For the school - the off-site placement has served to enhance on-site efforts and assist students in their personal development, their career development, and eventually in their transition to the workplace.

For the parent - the partnership experience has produced growth in maturity and skill development of their son or daughter.

RECOGNITION OF COMMUNITY PARTNERS

The services and support provided by partners should be acknowledged with expressions of appreciation from students, teachers and parents. Some ideas for providing recognition include:

- Hosting special recognition events for partners and/or volunteers (e.g., brunch, lunch).
- Featuring partners and/or volunteers in the school newsletter or newspaper.
- Welcoming them into the staff room.
- Inviting community partners to attend special events in the school.
- Designing greeting cards at special times of the year.
- Referencing the work of partners during open houses and on parents' night.
- Recognizing the commitment and dedication of community partners through writing about them in the local community paper.
- Presenting all partners with a framed Certificate of Appreciation suitable for hanging in their front office.
- Sending letters of appreciation from students and teachers. Samples:

STUDENT THANK-YOU LETTER
(on School Letterhead)

Date

Employer's Official Title
Name of Business/Organization/Individual
Address (including postal code)

Dear Mr./Mrs. _____.

I would like to thank you for providing me with the opportunity to learn more about _____.

(Second paragraph could mention specific skills learned and person(s) who were particularly helpful).

(The final paragraph should express personal appreciation of the value of the experience.)

Yours sincerely,

Name
Home Address
Telephone No.

SCHOOL/TEACHER THANK-YOU LETTER
Community/Business Partners

Dear _____,

We wish to express our sincere appreciation for your involvement as a Partner in Education. We understand the time and commitment necessary in providing students with a real life learning situation. This co-ordinated effort to prepare our students represents an investment that will never stop paying dividends. Our dividend will appear in the form of a more literate society, better prepared employees and a country that is proud of its schools. Thank you for your part in this educational endeavour.

Yours sincerely,